

A.C.
LB270.06
.B81
1990/91



1990-91 Catalog

A Senior Unit of the University System of Georgia



**AUGUSTA
COLLEGE**

Undergraduate Programs

Associate of Arts

Major in Core Curriculum

Associate of Science

Major in Core Curriculum

Associate of Science in Nursing

Associate of Applied Science in Criminal Justice

Associate of Applied Science

A joint degree program offered with the Augusta Technical Institute. See pages 107, 175 & 176 for a complete list of areas of study.

Bachelor of Arts

Majors in Art, Communications, Early Childhood Education, English, French, History, Middle Grades Education, Music, Political Science, Psychology, Sociology, Spanish

Bachelor of Business Administration

Concentrations in Accounting, Economics/Finance, General Business, Management, Marketing

Bachelor of Fine Arts

Major in Studio Art

Bachelor of Music

Majors in Music Education, Performance

Bachelor of Science

Majors in Biology, Chemistry, Computer Science, Mathematics, Medical Technology, Physics, Physical Science

Bachelor of Science in Education

Majors in Special Education, Health and Physical Education

Graduate Programs

Master of Business Administration

Master of Education

Administration and Supervision; Elementary Education: Concentrations in Early Childhood Education, Middle Grades Education; Health and Physical Education; Secondary Education; Concentrations in English, Mathematics, Social Sciences; Special Education: Concentrations in Mental Retardation, Behavior Disorders, Interrelated

Master of Science

Major in Psychology

Specialist in Education

Administration and Supervision; Early Childhood Education; Middle Grades Education; Secondary Education: Concentrations in English, Mathematics, Social Sciences; Special Education: Concentrations in Mental Retardation, Interrelated

Co-operative Programs—(University of Georgia)

Master of Vocational Education

Agricultural Education; Business Education; Distributive Education; Health Occupations Education; Home Economics Education; Industrial Arts Education; Trade and Industrial Education; Vocational Education

Specialist in Vocational Education

Agricultural Education; Business Education; Distributive Education; Home Economics Education; Industrial Arts Education; Trade and Industrial Education; Vocational Education

Doctor of Education

Adult Education

Co-operative Program—(Georgia State University)

Doctor of Philosophy in Educational Leadership

Educational Administration and Supervision
Higher Education Administration

S.C.
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Augusta College

General Catalog 1990-91

No. 61

The Augusta College is an equal educational opportunity institution in that no person shall, on the grounds of race, color, sex, creed, national origin, or handicap, be excluded from participation in or be otherwise subjected to discrimination by any educational program, activity, or facility. This is in compliance with Title VI of the Civil Rights Act of 1964. An affirmative action, equal opportunity institution.

A Senior Unit of the
University System of Georgia

Augusta, Georgia 30910



Left to right: Joe Bobrowskas, Admissions Counselor; Luanne H. Baroni, Director of Admissions; Patti Peabody, Admissions Counselor; Melody Mercer, Contact Co-ordinator; Kathy Herrington, Admissions Specialist; Ann Cupstid, Data Collection Supervisor; Brenda Barbee, Administrative Secretary; Julie Bishop, Admissions Counselor; Robert Williams, Assistant Director of Admissions.

The Admissions staff extends best wishes for the new academic year. Our office hours are from 8:00 a.m. to 7:00 p.m. Monday - Thursday and from 8:00 a.m. to 5:00 p.m. on Fridays.

Augusta College offers the unique advantages of outstanding academic programs, a convenient location, flexible scheduling, and very affordable cost. Our faculty members truly enjoy teaching and sincerely endeavor to assist all students in obtaining their educational objectives. You may learn more about the Augusta College advantage by scheduling an appointment with an Admissions Counselor at (404) 737-1405.

Luanne H. Baroni
Director of Admissions

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College Calendar 1990-91

Fall Quarter, 1990

August 8-10

August 17

September 4

September 11

September 10-12

September 13

September 17

September 18

October 22

November 5-16

November 21-23

November 28

November 30-December 1, 3-5

December 3

December 7

Orientation for Fall Quarter

Applications for new admissions for Fall Quarter should be filed by this date.

Deadline for Fall Quarter Preregistration fees

First Faculty Meeting. 10:00 a.m.

Orientation and Registration for new students, Developmental Studies students, and transfer students.

Registration for returning students

Classes begin

Last day for late registration and schedule changes

Midterm

Preregistration for Winter Quarter

(Deadline for payment - November 28)

Thanksgiving Recess

Last day of classes

Examinations

Applications for new admissions for Winter Quarter should be filed by this date.

End of quarter

Winter Quarter, 1991

December 3, 1990

December 3, 1990

January 2-3, 1991

January 4, 1991

January 7

January 8

January 21

February 6

February 25-March 8

February 15

March 15

March 16, 18-21

March 22

Deadline for Winter Quarter Preregistration fees

Applications for new admissions for Winter Quarter should be filed by this date.

Orientation and Registration for new students, Developmental Studies students, and transfer students

Registration for returning students

Classes begin

Last day for late registration and schedule changes

Martin Luther King, Jr.'s Birthday holiday

Midterm

Preregistration for Spring Quarter

(Deadline for payment - March 18)

Applications for new admissions for Spring Quarter should be filed by this date.

Last day of classes

Examinations

End of quarter

Spring Quarter, 1991

February 15	Applications for new admissions for Spring Quarter should be filed by this date.
March 18	Deadline for Spring Quarter Preregistration fees
March 28-29	Orientation and Registration for new, transfer, Developmental Studies, and returning students
April 1	Classes begin
April 2	Last day for late registration and schedule changes
May 3	Midterm
May 20-31	Preregistration for Summer and Fall Quarters (Deadline for payment for Summer Quarter Preregistration fees - June 11) (Deadline for Fall Quarter Preregistration fees - September 3)
May 13	Applications for new admissions for Summer Quarter should be filed by this date.
June 6	Last day of classes
June 7-8, 10-12	Examinations
June 14	Commencement rehearsal
June 15	Commencement
June 15	End of quarter

Summer Quarter, 1991

May 13	Applications for new admissions for Summer Quarter should be filed by this date.
June 11	Deadline for Summer Quarter Preregistration fees
June 21	Orientation and Registration
June 24	Classes begin
June 27	Last day for late registration and schedule changes
July 4	Independence Day Holiday
July 19	Midterm
July 29-August 9	Preregistration for Fall Quarter
September 3	Deadline for Fall Quarter Preregistration fees
August 7-9	Orientation and Registration for Fall Quarter — new, transfer, and Developmental Studies students
August 13	Last day of classes
August 14-17	Examinations
August 18	End of quarter

Fall Quarter, 1991

August 7-9
August 16

September 3
September 10
September 9-11

September 12
September 16
September 17
October 21
November 4-8

November 20-22
November 27
November 29-30, December 2-4
December 2

December 7
December 7

Orientation for Fall Quarter
Applications for new Admissions for Fall Quarter should be filed by this date.
Deadline for Fall Quarter Preregistration fees
First Faculty Meeting. 10:00 a.m.
Orientation and Registration for new, Developmental Studies and transfer students
Registration for returning students
Classes begin
Last day for late registration and schedule changes
Midterm
Preregistration for the Winter Quarter
(Deadline for payment - December 2)
Thanksgiving recess
Last day of classes
Examinations
Applications for new admissions for Winter Quarter should be filed by this date.
Graduation
End of quarter

Winter Quarter, 1992

December 2, 1991

December 2, 1991
January 2, 1992

January 3
January 6
January 7
January 20
February 5
February 24-March 6

February 14

March 13
March 14, 16-19
March 20

Applications for new admissions for Winter Quarter should be filed by this date.
Deadline for Winter Quarter Preregistration fees
Orientation and Registration for new students, Developmental Studies students, and transfer students
Registration for returning students
Classes begin
Last day for late registration and schedule changes
Martin Luther King, Jr's Birthday holiday
Midterm
Preregistration for Spring Quarter
(Deadline for payment - March 16)
Applications for new admissions for Spring Quarter should be filed by this date.
Last day of classes
Examinations
End of quarter

Spring Quarter, 1992

February 14

Applications for new admissions for Spring Quarter should be filed by this date.

March 16

Deadline for Spring Quarter Preregistration fees

March 27-28

Orientation and Registration for new, transfer, Developmental Studies, and returning students

March 30

Classes begin

March 31

Last day for late registration and schedule changes

May 1

Midterm

May 11

Applications for new admissions for Summer Quarter should be filed by this date.

May 18-29

Preregistration for Summer and Fall Quarters

(Deadline for Summer Quarter fees - June 9)

(Deadline for Fall Quarter fees - September 4)

June 4

Last day of classes

June 5-6, 8-10

Examinations

June 12

Commencement rehearsal

June 13

Commencement

June 13

End of quarter

Summer Quarter, 1992

May 11

Applications for new admissions for Summer Quarter should be filed by this date.

June 9

Deadline for Summer Quarter Preregistration fees

June 19

Orientation and Registration

June 22

Classes begin

June 25

Last day for late registration and schedule changes

July 3

Independence Day Holiday

July 27-August 7

Preregistration for Fall Quarter

September 4

Deadline for Fall Quarter Preregistration fees

July 21

Midterm

August 3-5

Orientation and Registration for Fall Quarter — new, Developmental Studies and transfer students

August 11

Last day of classes

August 12-15

Examinations

August 16

End of quarter



General Information

This catalog is intended primarily to guide the Augusta College student through his or her chosen academic program. Although the College takes pride in a good student advising system, the individual student bears the main responsibility for his or her program and this catalog should be the basic source of information. It is hoped that prospective students, parents, and high school counselors also will find the information useful.

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this catalog will ordinarily be applied as stated, Augusta College reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of any such changes. Information on changes will be available in the Office of the Registrar.

The University System of Georgia

The University System of Georgia includes all state-operated institutions of higher education in Georgia — 5 universities, 14 senior colleges, 15 two-year colleges. These 34 public institutions are located throughout the state.

A 15-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years.

The Chairperson, the Vice Chairperson, and other officers of the Board are elected by the members of the Board. The Chancel-

lor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: Instruction, Public Service/Continuing Education, and Research.

Instruction consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates.

Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

Public Service/Continuing Education consists of non-degree activities, primarily, and special types of college-degree-credit courses.

The non-degree activities are of several types, including short courses, seminars, conferences, lectures, and consultative and advisory services in a large number of areas of interest.

Typical college-degree-credit public service/continuing education courses are those offered through extension center programs.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations cover matters related to the educational objectives of the institutions and to general societal needs.

Most of the research is conducted through the universities; however, some of it is conducted through several of the senior colleges.

The policies of the Board of Regents provides a high degree of autonomy for each institution. The executive head of each institution is the President, whose election is

recommended by the Chancellor and approved by the Board.

State appropriations for the University System are requested by, made to, and allocated by the Board of Regents.

Institutions of the University System of Georgia

Degrees Awarded:

- A — Associate; B — Bachelor's;
J — Juris Doctor; M — Master's;
S — Specialist in Education;
cD — Co-operative Doctor's Degree;
D — Doctor's
h — On-Campus Student Housing Facilities

Universities

- Athens 30602
University of Georgia — h; A,B,J,M,S,D
Atlanta 30332
Georgia Institute of Technology — h;
B,M,D
Atlanta 30303
Georgia State University — A,B,M,S,D,J
Augusta 30912
Medical College of Georgia — h;
A,B,M,D
Statesboro 30460
Georgia Southern University — h,
A,B,M,
S,cD

Senior Colleges

- Albany 31705
Albany State College — h; B,M
Americus 31709
Georgia Southwestern College — h;
A,B,M,S
Augusta 30910
Augusta College — h,A,B,M,S,cD
Carrollton 30118
West Georgia College — h,A,B,M,S,cD
Columbus 31993
Columbus College — A,B,M,S,cD
Dahlonega 30597
North Georgia College — h; A,B,M
Fort Valley 31030
Fort Valley State College — h; A,B,M
Marietta 30061
Kennesaw College — A,B,M

- Marietta 30060
Southern College of Technology — h,A,B
Milledgeville 31061
Georgia College — h; A,B,M,S
Morrow 30260
Clayton State College — A,B
Savannah 31406
Armstrong State College — A,B,M,S
Savannah 31404
Savannah State College — h; A,B,M
Valdosta 31698
Valdosta State College — h; A,B,M,S,cD

Two-Year Colleges

- Albany 31707
Darton College — A
Atlanta 30310
Atlanta Metropolitan College — A
Bainbridge 31717
Bainbridge College — A
Barnesville 30204
Gordon College — h; A
Brunswick 31523
Brunswick College — A
Cochran 31014
Middle Georgia College — h; A
Dalton 30720
Dalton College — A
Decatur 30089-0601
DeKalb College — A
Douglas 31533
South Georgia College — h; A
Gainesville 30503
Gainesville College — A
Macon 31297
Macon College — A
Rome 30163
Floyd College — A
Swainsboro 30401
East Georgia College — A
Tifton 31793
Abraham Baldwin Agric. College — h; A
Waycross 31501
Waycross College — A
University System of Georgia
244 Washington Street, S.W.
Atlanta, Georgia 30334

Purpose and Goals of Augusta College

Augusta College, a comprehensive senior unit of the University System of Georgia, serves the communities of the Central Savannah River Area and the state of Georgia with programs which reflect its continuing commitment to academic excellence. The purpose of the College is to provide opportunities for lifelong learning through quality programs and to be a cultural and professional resource for the region. Consistent with this purpose, the College has eight goals:

1. To provide students with the firm base of a liberal arts education.
2. To provide students with the opportunity to develop professional competencies.
3. To offer a broad array of undergraduate and graduate programs.
4. To promote an environment conducive to the aesthetic and artistic enrichment of the students and the general public.
5. To support a faculty which excels in teaching and scholarship, with commitments to research, publication and professional service.
6. To create a collegiate environment that will provide students the opportunity to develop self-direction in their personal and intellectual growth and to enhance their emotional and physical well-being.
7. To extend the work of the College into the community by offering institutes, conferences, symposia and other opportunities for continuing education and enrichment.
8. To provide services and facilities necessary to support the Purpose of the College.

Further commitments of the College include the following:

—To concentrate on continuous improvement of the array of academic programs currently in place. Change will be made through time as opportunities are identified. We will continuously assess the success of our efforts.

—To achieve and maintain excellence in each of our programs, by providing an extensive and innovative faculty and staff de-

velopment program. First-rate faculty, up-to-date in their disciplines, are the key to the College's success.

—To devote substantial effort and resources to the creation of a coherent general education program.

—To recognize that the world has already become an "international village" and to strive to give every program significant international content.

—To augment our own program offerings through cooperative ventures with the Medical College of Georgia, the National Science Center, Augusta Technical Institute, Paine College, and other sister institutions in the University System of Georgia.

—To expand all of our outreach services into the broader community. This effort will include both credit offerings at sites other than the main campus and non-credit offerings at the Division of Continuing Education.

—To work to maintain Augusta College's leadership position in cultural activities for the Central Savannah River Area.

—To support Reese Library's efforts to create an information center for both the College and the Central Savannah River Area.

—To be fully committed to increasing the Augusta College participation rate and the Augusta College graduation rate of all citizens within our service area.

—To encourage a campus atmosphere which promotes concern for students and which fosters academic achievement and personal growth.

—To regularly survey and assess economic and community development needs, and work to meet them.

Accreditation and Affiliations

Augusta College is accredited by the Southern Association of Colleges and Schools to award Associate, Bachelor's, Master's and Specialist degrees. All teacher education degree programs for elementary, special, secondary, and K-12 teachers, administrators, supervisors, and reading teachers are approved by the State Department of Education and accredited by the National Council for the Accreditation of Teacher Education. The nursing program is accredited by the National League for Nursing and approved by the Board of Examiners of Nurses for Georgia.

The music programs are accredited by the National Association of Schools of Music.

Augusta College is a member of the American Council on Education, the American Association of State Colleges and Universities, the American Association of Colleges for Teacher Education, American Assembly of Collegiate Schools of Business, the Council for Advancement and Support of Education, the Georgia Consortium, and the National Collegiate Athletic Association.

History

Augusta College is located on a hill overlooking the downtown area of the city of Augusta in the center of the Central Savannah River Area.

The college traces its beginning to the Academy of Richmond County, which was chartered in July of 1783 and offered post graduate studies. The Junior College of Augusta was founded in 1925, and moved from Richmond Academy to its present location in 1957. The name was changed to Augusta College when it was incorporated into the University System of Georgia. Augusta College later became a senior unit, awarding its first four year degrees in 1967. The first graduate degrees were awarded in 1973.

Former presidents of the college are George Phineas Butler, James Lister Skinner, Eric West Hardy, Anton Paul Market, Gerald Burns Robins, and George Christenberry. Richard S. Wallace assumed the presidency on February 1, 1987.

Facilities

The 80-acre campus is the former plantation of an 18th century Southern leader, Freeman Walker. The land was used as an arsenal from 1826 to 1955. Though the campus has been altered considerably, historical features have been retained and renovated. The walls of the fort of the arsenal still have in them rifle and gun slits, but now encompass a garden.

Bellevue Hall, once the home of the Freeman Walker family, is the oldest building on the campus, dating back to 1805. This building houses the Counseling and Testing Center. The Benet House, Payne Hall, Rains Hall, and Fanning Hall are located around

the quadrangle and were all part of the original arsenal. Payne Hall houses the offices of the Vice President for Academic Affairs, Vice President for Student Affairs, Associate Dean of Students, Director of Financial Aid, and Registrar. Rains Hall houses the offices of the President, the Vice President of the Augusta College Foundation and Executive Director of Development and College Relations, the Director of Development, and the Director of Public Relations and Publications. Fanning Hall houses the office of the Vice President for Business and Finance, and the Business Office, the Purchasing Office, and the Personnel Office.

Other major facilities include a science building, a gymnasium, a college activities center, and four classroom buildings, three of which house deans' offices: Butler Hall (Dean of Education), Markert Hall (Dean of Business), Skinner Hall (Dean of Arts and Sciences), and Hardy Hall.

The college has a modern indoor swimming pool, and a fine arts center (including the Maxwell Performing Arts Theatre), as well as tennis courts, an athletic field, and parking facilities, located in the center of campus.

Boykin Wright Hall, a gift from Marguerite Wright Hillman to the Regents of the University System of Georgia in memory of her late father Boykin Wright, provides additional classroom space. The Maxwell Alumni House, a gift from the estate of Jefferson Maxwell, houses the offices of Alumni Affairs and Development.

The Forest Hills Golf Course, an 18-hole educational and recreational facility, is operated and maintained by the Augusta College Athletic Association. The course covers over 200 acres and is located about two miles from the main campus. It is open year-round to students, faculty, and staff as well as the general public.

The college has leased from the city of Augusta the Newman-Augusta Tennis Center, which is adjacent to the college's property.

The Forest Hills area is also the site for the new AC Athletic Complex and student housing. The complex will consist of a gymnasium, baseball field, softball field, PE field/track, and a soccer field.

The gymnasium will have a seating capacity of 4,800 for athletic events, with the capability of 500 additional seats to be placed on the arena floor for special activities.

Reese Library

The college library is at the center of every academic program. The Reese Library, completed in 1977, is named in honor of Dr. and Mrs. John T. Reese, parents of Mrs. Katherine Reese Pamplin, class of 1936. The three-story building of 80,000 square feet has a seating capacity of 1,000 and a shelving capacity of 400,000 volumes. The library now has over 465,000 volumes and 1,200,000 microforms. The United States document depository collection now contains over 270,000 items.

Facilities include areas for study, reference, listening, and reading microforms. There are 15 Apple IIe, 10 IBM PC and 30 Zenith computers, 16 printers, one laser printer, and over 413 software programs available.

Services include the circulation of materials from the open shelf arrangement and materials on reserve. Interlibrary loan service is available for materials in other libraries. Reference service includes data base searches from BRS and DIALOG. The automated SIRSI system has been replaced by ATLAS (A Total Library Automation System.)

Library tours and orientations are available to classes and individuals.

Support Services

Computer Services

The Office of Computer Services, located in Hardy Hall, provides computing support for instruction, research, and administration. The college community has access to two Texas Instruments 990/12 minicomputers, the University System of Georgia Computer Network and ACNET. ACNET, the Augusta College Network, is a campus-wide network linking four student-accessible microcomputer laboratories of over 120 microcomputers and academic departments and administrative offices to the campus computing resources.

Computer Services is located in Hardy Hall with additional support facilities in Reese Library. Quarterly seminars are provided to acquaint the faculty, staff, and students with the services available and the use of the various equipment.

Media Services Center

The Media Services Center is located in Hardy Hall and includes the Learning Center, the television studio, and the audio and film production facilities.

The Learning Center houses a multi-media library with over 1,000 program titles, 50 study carrels equipped for self-paced individual study, and two viewing rooms which can be scheduled for classes or group meetings.

Instructional support services include the delivery of equipment and programs to the classrooms, a check-out system for students and faculty, audio and video cassette duplication, and instructional media production.

The production facilities of the Media Services Center are also used to produce public information programs for the college and to support classes in film making, television, radio production, and broadcast journalism.

Continuing Education

Augusta College offers a wide variety of short courses, conferences, lectures, workshops, and seminars designed for the general public.

There are no admission requirements to these non-credit programs.

The Office of Continuing Education can also design training and professional development programs for business and industry, as well as coordinate state and regional conferences.

The Continuing Education Unit is awarded for satisfactory completion of a professional development program. Permanent records are maintained by the office and transcripts are available upon request.

For further information, call or write the Office of Continuing Education.

International Intercultural Studies Program

The International Intercultural Studies Program (IISP) of the University System of

Georgia provides students with a multitude of opportunities to study abroad while earning academic credit toward completion of degree requirements at their home campus. The IISP currently offers summer study abroad programs in Western Europe, the Soviet Union, Israel, Canada, and Mexico, and quarter, semester and academic year opportunities in several countries in Western Europe. In 1989 approximately 350 participants enrolled in one of these programs.

Studying abroad enables students to increase knowledge of a foreign language, provides the opportunity to gain insights into and appreciation for the cultures and institutions of other peoples, facilitates the development of relevant career skills, and contributes to personal maturity, a sense of independence, self-knowledge, and confidence.

IISP programs are open to all undergraduate students with a minimum cumulative GPA of 2.5; however, certain programs may require a higher GPA and completion of prerequisites. Graduate students are required to have a 3.0 GPA. Students in the University System of Georgia who are eligible for financial aid may use that aid toward IISP programs. A limited number of scholarships is available from some System institutions. For further information, see your Chief Academic Officer or contact the IISP directly at 1 Park Place South Building, Suite 817, Atlanta, GA 30303. Telephone: 404-651-2450.

Major Support Groups

Augusta College Foundation

The Augusta College Foundation was established in 1963. The purpose of the Foundation is to raise private support from individuals, corporations, foundations, and others to further the interests of Augusta College. Other purposes of the Foundation are to establish and maintain endowments and provide the administration for handling all private support. The Foundation is located within the Office of Development and College Relations at Augusta College.

Alumni Association

The Augusta College Alumni Association dates back to when Augusta College was only

a two-year institution in the mid to late 1920's. The association is composed of former students and graduates of Augusta College and is governed by an executive board. The two main goals of the association are the following: (1) to arrange activities designed to maintain close relationships among alumni, classmates, and the college and (2) to participate in supporting the college through private support. A complimentary one-year membership is given to each graduate. Other alumni achieve active status by making annual gifts. The alumni offices are located in the Maxwell Alumni House, and alumni programs are handled through the Office of Development and College Relations.

Athletic Association

The Augusta College Athletic Association is organized to encourage participation of the student body and other interested parties in the athletic and physical education programs of the college.

Service Centers

Center for the Creative Arts

The Augusta College Center for the Creative Arts (ACCCA) provides quality instruction in music for reasonable fees to persons in the Greater Augusta area. The ACCCA is located in the Fine Arts Center and is administered by the Department of Fine Arts in conjunction with the Office of Continuing Education. Four terms of instruction run concurrently with the college quarters. Instruction is offered in individual applied music lessons, class piano, class guitar, beginning band, Youth Orchestra, and Youth Wind Symphony. Public concerts and recitals are scheduled each quarter.

C.S.R.A. Small Business Development Center

The Small Business Development Center is a part of a statewide network established to assist small business owners and managers by providing counseling, technical assistance, and training. The center, which is headquartered on the Augusta College campus, is financed by state and federal funds

under a memorandum of agreement with the University of Georgia.

The center focuses the resources of the Augusta College School of Business Administration, the business community, and the government on the problems and opportunities of small businesses. It provides free individual counseling to small business owners and conducts a wide range of small business-oriented seminars and workshops. The center provides Augusta College business students with an opportunity for "real life" business experience through internships and case counseling opportunities.

Research Center

The Research Center is a nonprofit organization established to serve the Central Savannah River Area. The center is an integral part of Augusta College and utilizes the expertise of the faculty and staff.

The center provides all types of survey research. Specific survey services offered include political surveys, market research, and other data collection and analysis projects.

A benefit to the college is student involvement in research activity. Many of the projects are of a type that permits students to serve effectively as support personnel.

The center is self-supporting, depending upon users' fees charged the clientele.

Endowed Professorships

The Callaway Chair

The Fuller E. Callaway Professional Chair at Augusta College was one of 40 such chairs at 33 colleges and universities in Georgia created in September 1968 by the Callaway Foundation. A \$10 million trust fund was established to aid colleges in retaining superior faculty members. Augusta College chose philosophy as the field for its first endowed chair.

William S. Morris Eminent Scholar in Art

The Eminent Scholars Chair in Art was approved in March of 1988 by the Board of Regents of the University System of Georgia. The chair, named in honor of the late William

S. Morris, is the first Eminent Scholars Chair at any University System senior college. The \$1 million endowment for the chair was established through contributions from William S. Morris III, chairman of the board and chief executive officer of Morris Communications Corp., parent company of **The Augusta Chronicle** and the **Augusta Herald**; the Georgia General Assembly; and the Augusta College Foundation, Inc.

The Georgia Eminent Scholars Endowment Trust Fund was created in 1985 by the Georgia General Assembly. The purpose is to provide challenge grants to University System of Georgia colleges and universities to endow chairs designed to attract eminent scholars to join their faculties.

The Maxwell Chair

The Grover C. Maxwell Chair of Organization Behavior was established by the three sons of Grover Cleveland Maxwell, Sr. A \$150,000 trust fund was established to promote and encourage teaching proficiency and high scholastic attainment at Augusta College. The Maxwell Professor of Organization Behavior is selected by the President of Augusta College with the advice of a special committee.

Alumni Professor of Business Administration

The Alumni Professorship of Business Administration was created in 1979 and is jointly funded by the Augusta College Alumni Association and the Augusta College Foundation. The Professorship was established to aid the School of Business Administration in recruiting and retaining an outstanding faculty scholar or business executive-in-residence.

Special Programs

Cullum Lecture Series

Each spring Augusta College offers an interdisciplinary educational program referred to as the Cullum Lecture Series. It often deals with non-Western cultures, focusing on a specific country through visiting scholars, films, theatrical productions, and art ex-

hibits. Occasionally, the program's format is modified to include a study of our own culture and society. The program is made possible by a grant from the Cullum Foundation of Augusta and is open to the community.

Cullum Visiting Scholar Program

The Cullum Visiting Scholar program was initiated in January 1968 following announcement by the Cullum Foundation of an annual gift to the college to enable it to invite to its campus outstanding men and women who are widely known in their respective fields. The visiting scholars provide lectures, seminars for faculty and students, addresses to the student body and to the public, and conferences in their fields of expertise.

Lyceum Series

Historically, the Lyceum was the place in Athens, Greece, where Aristotle taught and interacted with his students. The Lyceum was the scene of intellectual excitement and stimulation. The teacher, Aristotle, was the finest in the ancient world; the curriculum was the sum total of human knowledge.

The Augusta College Lyceum Committee was formed with the spirit of the ancient Lyceum in mind. The committee has always striven to present to the Augusta College community the finest in stimulating and entertaining lectures, debates and plays. Every year the committee spends long months planning and preparing its presentation to the college community. The result has been a series of uniformly high quality programs funded by Student Activity fees.

Financial Information

General Business Regulations

Expenses are charged and payable by the quarter since each quarter constitutes a separate unit of operations. A student may enroll at the beginning of any quarter.

To insure sound financial operation and conformity with the policies of the Board of Regents, certain regulations must be observed.

All payments are to be made to the Business Office. Fees and charges may be paid in cash or by check. Tuition payment may also be made by MasterCard or Visa. If a check given for student's bill is not paid on the presentation to the bank on which it is drawn, payment of a service charge of \$15.00 or 5 percent of the check amount will be required. Other returned checks will also require the payment of a \$15.00 service charge. **Fees and charges are subject to change at the end of any quarter.**

Registration at the beginning of each quarter is not complete until all general fees have been paid and no student may be admitted to classes without having met his or her financial obligations.

Augusta College reserves the right to withhold all records (diplomas, transcripts, etc.) and/or disenroll students who fail to meet financial obligations to Augusta College.

Application Fee

A fee of \$10.00 must accompany a prospective student's application for admission. This fee is not refundable and does not apply toward registration or matriculation fees.

Matriculation Fee

The matriculation fee is charged to each student. The fee for 12 quarter hours or more

is \$413.00 per quarter. The fee for fewer than 12 quarter hours is \$34.00 per quarter hour.

Out-of-State Fees

The fee for 12 or more quarter hours for a nonresident of Georgia is \$1239.00 (including the \$413.00 matriculation fee) per quarter in addition to all regular fees. The fee for fewer than 12 quarter hours for a nonresident of Georgia is \$102.00 (including the \$34.00 matriculation fee) per quarter hour. Residents of Aiken and Edgefield Counties, South Carolina, now qualify for in-state tuition rates. (See page 19 for classification of a student as a resident or a nonresident, and contact the Office of Admissions or Student Records for more information about establishing legal residence in Georgia.)

Student Services Fee

A quarterly \$25.00 Student Services Fee is charged to each student. This fee defrays expenses for essential student services not covered in the instructional and educational budget.

Athletic Fee

A quarterly \$37.00 Athletic Fee is charged to each student. These funds support the men's and women's varsity athletic programs.

Motor Vehicle Registration Fee

Adequate parking facilities are provided for the convenience of the large number of students commuting from neighboring towns.

All motor vehicles must be registered. Parking permits are available in the Public Safety office. An annual permit, which is valid for the academic year, costs \$8.00. A second permit costs \$1.00.

The College assumes no responsibility for any damage to or loss of a motor vehicle or other personal property from within a motor vehicle parked on campus.

Transportation Fee

Transportation is provided by Augusta Public Transit to students between the main campus and the Forest Hills campus. Students pay a nominal transportation fee for this service. The fee also entitles all students enrolled at Augusta College to free service on all routes served by Augusta Public Transit.

Late Registration

Any student who does not register and pay fees at the time designated for registration in the College Calendar is charged a late registration fee of \$15.00.

Graduation Fee

A \$15.00 fee is charged each graduate for an associate or bachelor's diploma. This is payable when the student applies for graduation — no later than the mid-term date of the quarter preceding the final quarter of course work.

The fee is \$20.00 for the master's or Specialist in Education diploma. This is payable at the time the student applies for graduation no later than the mid-term date of the quarter preceding the final quarter of the course work. Should a student fail to meet the requirements for graduation after paying the graduation fee, there is a \$10.00 charge for reprinting of the diploma.

Transcript Fee

A student who has discharged all financial obligations to the college may receive on request and without charge one transcript of his full academic record. Each additional transcript costs \$3.00.

Change of Schedule Fee

A \$4.00 fee is charged for each schedule change made by the student after registration. No charge is made if the change is initiated by the college.

Music Fees

Private instruction in piano, organ, orchestral instruments, voice, or composition, two one-half hour lessons or one 1-hour lesson each week, for two quarter hours credit, costs \$45.00 in addition to the matriculation fee.

Secondary applied music instruction, consisting of a one-half hour lesson per week for one quarter hour credit, costs \$25.00 in addition to the matriculation fee. There is no special music fee for class piano.

An Augusta College student may enroll in applied music instruction on a space available basis upon payment of the music fee.

Other Expenses

In estimating costs of attending Augusta College, a student should consider these miscellaneous expenses: (1) books and supplies, particularly for courses such as art, nursing, engineering drawing, and biology, which require special supplies; (2) an official uniform for anyone enrolled in physical education or nursing.

Summary of Fees

Application Fee, non-refundable (all new admissions)			\$10.00
General Fees (per quarter)	Residents of Georgia	Non- Residents	
Matriculation Fee			
12 or more quarter hours	\$413.00	\$1239.00	
Fewer than 12 (per hour)	34.00	102.00	
Student Services Fee			
	25.00	25.00	
Athletic Fee			
	37.00	37.00	

Privilege Fee (as applicable) All Students	
Late Registration	15.00
Graduation	
—Undergraduate Student	15.00
—Graduate Student	20.00
Transcript, first one free, each additional	3.00
Change of Schedule	4.00
Course Credit by Examination, per hour	3.00
Motor Vehicle Registration Fee	8.00

Refunds

Official Full Withdrawal from College. Refunds will be made before the end of the quarter in which the withdrawal is made. A student who officially withdraws with a clear record within the time specified after the scheduled registration date may receive a refund of mandatory student fees as indicated:

Time of Withdrawal... Percent Refunded	
Not more than one week	80%
Not more than two weeks.....	60%
Not more than three weeks	40%
Not more than four weeks	20%
More than four weeks	0%

Student Medical Withdrawals

A student may be administratively withdrawn from the college when in the judgment of the director of student affairs and the college physician, if any, and after consultation with the student’s parents and personal physician, if any, it is determined that the student suffers from a physical, mental, emotional or psychological health condition which: (a) poses a significant danger or threat of physical harm to the student or to the person or property of others or (b) causes the student to interfere with the rights of other members of the college community or with the exercise of any proper activities or functions of the college or its personnel or (c) causes the student to be unable to meet institutional requirements for admission and continued enrollment, as defined in the student conduct code and other publications of the college.

Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to final decision con-

cerning his or her continued enrollment at the college.

Unofficial Withdrawal from College. No refund will be made to a student who withdraws from college without filing official withdrawal forms with the Registrar’s Office.

Reduction in Course Load Initiated by the College. If the college drops a course from the quarter’s schedule, each student affected will be refunded the difference between total fees paid and charges on the course work remaining.

Reduction in Course Load Initiated by the Student. Students who reduce their course loads before the end of the official registration period but who remain registered for the quarter, causing a reduction of the matriculation or non-resident fee(s), will receive a 100 percent refund of the reduced fees. No refund will be made for a reduction in credit hours after that time. Dropped classes will be deleted in order that “W” grades will not appear on the permanent records.

Residence Classification

If a student is over 18 years of age, he or she may register as a resident student only upon showing Georgia residency for at least twelve months prior to the registration date. Any period of time during which a person is enrolled as a student in any educational institution in Georgia may not be counted as a part of the twelve months’ domicile and residence herein required when it appears that the student came into the state and remained in the state for the primary purpose of attending a school or college.

A student who is under 18 years of age when seeking to register or re-register at the beginning of any quarter will be accepted as a resident student only upon presenting evidence that the supporting parent or guardian has been legally domiciled in Georgia for a period of at least twelve months immediately preceding the date of registration or re-registration.

In the event that a legal resident of Georgia is appointed as guardian of a nonresident minor, such minor will not be permitted to reg-

ister as a resident student until the expiration of one year from the date of appointment, and then only upon proper evidence that such appointment was not made to avoid payment of the nonresident fee. If the parents or legal guardian of a minor changes residence to another state following a period of residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of resident fees. After the expiration of the twelve months' period, the student may continue registration only upon payment of fees at the nonresident rate.

In the event that a person who is a resident of Georgia and who is a student in an institution of the University System marries a nonresident of the state, the student will continue to be eligible to attend the institution on payment of resident fees, provided that the student's enrollment is continuous and State of Georgia residency is maintained.

If a person who is not a resident of Georgia marries a resident of Georgia, the non-resident will not be eligible to register as a resident student in a University System institution until he or she has lived in the State of Georgia for a period of twelve months immediately preceding the date of registration.

Nonresident graduate students who hold assistantships that require at least one-third time service may register as students in the institution in which they are employed on payment of resident fees.

A student is responsible for registering under the proper residency classification. A student classified as a nonresident who believes that he/she is entitled to be reclassified as a legal resident may petition the Registrar for a change in status. The petition must be filed no later than sixty (60) days after the quarter begins in order for the student to be considered for reclassification for that quarter. If the petition is granted, reclassification will not be retroactive to prior quarters. The necessary forms for this purpose are available in the Registrar's Office.

Waivers

Contiguous Counties

The border tuition policy set forth by the Board of Regents states that students from

counties bordering on a county in which a University System of Georgia institution is located shall pay resident tuition fees. This policy includes students from Aiken and Edgefield Counties, South Carolina, who wish to attend Augusta College.

Military Personnel

Active duty military personnel and their spouses and legal dependents stationed in Georgia may qualify for waiver of non-resident tuition. Military personnel should contact the Education Center at their installation for information about current financial and other assistance available to them as members of the armed forces. All military personnel planning to use military tuition assistance programs to defray expenses associated with matriculation at Augusta College should be sure to coordinate with the Director of Admissions for guidance as to procedures.

Veterans' Education Benefits

See statement on page 32 and contact the office of Veterans' Affairs for further information.

International Students

International students who attend institutions of the University System under the sponsorship of recognized civic or religious groups may be enrolled upon the payment of resident fees, provided the number of such international students in any one institution does not exceed the quota approved by the Board of Regents for that institution.

All aliens shall be classified as non-resident students provided that an alien who is living in this country under a visa permitting permanent residence or who has filed with the proper federal immigration authorities a Declaration of Intention to become a citizen of the United States shall have the same privilege of qualifying for residence status for fee purposes as has a citizen of the United States.

In addition to the regular admission requirements, students from countries whose native language is other than English must present evidence that their ability to speak, read and understand English is adequate to

undertake academic studies. Scores from the "Test of English as a Foreign Language" are used to determine proficiency. Test scores should be furnished the Admissions Office at the time of application.

International students must, prior to admission, furnish evidence that they have sufficient funds to defray living expenses in the United States and the required college matriculation fees.

Teachers

Full-time teachers in the public schools of Georgia and their dependent children may enroll as students in University System institutions on the payment of resident fees.

Employees

All full-time employees in an institution of the University System, their spouses, and minor children may register for courses on the payment of resident fees, even though the employee has not been in residence in Georgia for a period of twelve months.

Senior Citizens

All persons 62 years of age or older are eligible to enroll in units of the University System free of charge on a space available basis. Additional information concerning this type of enrollment may be obtained from the Office of Admissions.

Financial Assistance for Students

Assisting all qualified students in obtaining a college education, regardless of their economic circumstances, is the goal of Augusta College's Financial Aid Office. The primary responsibility for financing a college education should be assumed by the student and his family. A student who needs financial assistance is expected to work for and borrow a reasonable portion of the funds needed to meet expenses. The student's family is expected to make a maximum effort to assist in the payment of the expenses involved.

Financial assistance is available from a variety of federal, state and private sources. There are basically three types of aid: gift assistance (grants and scholarships), loans

and employment. An eligible student may receive one or more types of aid.

Forms and information concerning applications or assistance are available from the Office of Financial Aid. To apply for assistance, a student must submit an Augusta College Application for Aid and file a Financial Aid Form with the College Scholarship Service. No award is made until the applicant has been officially admitted to the college. Students are urged to apply for aid in January or February of the calendar year they plan to enroll. Applications completed by April 1 will be given priority in awarding fall quarter aid. Aid is not normally available for a new student entering the summer quarter. A student attending only during the summer quarter is not eligible for aid programs administered by the college.

To be eligible to receive aid under any of the federal programs, a student must (1) be accepted for or enrolled at least half-time in a program leading to a degree, (2) be a citizen of the United States or be in the United States for other than a temporary purpose and intend to become a permanent resident thereof, or be a permanent resident of the Trust Territory of the Pacific Islands; (3) demonstrate financial need; and (4) be making satisfactory progress in the course of study being pursued.

Grants

Georgia Student Incentive Grant (SIG). Gift aid, no repayment. Available to full-time undergraduate students who meet the residency requirements set forth by the State of Georgia. Eligibility is determined by the state government and is based on need. The Georgia Student Grant Application and the Financial Aid Form are required.

Law Enforcement Personnel Dependents Grant (LEPD). Non-repayable grants available to eligible Georgia residents who are dependent children of law enforcement officers, prison guards, or firemen who were permanently disabled or killed in the line of duty. The Georgia Student Grant Application and the Financial Aid Form are required.

Pell Grants (formerly BEOG). Federal program offering gift assistance to eligible undergraduate students who have not already earned a bachelor's degree. All undergrad-

uate students requesting aid are required to apply. Eligibility is determined by the federal government. Apply on the Financial Aid Form.

Supplemental Education Opportunity Grant (SEOG). Gift assistance available on a limited basis to undergraduate students who have not earned a bachelor's degree. Priority is given to students who demonstrate exceptional financial need and qualify for Pell Grant. The Office of Financial Aid determines eligibility based on the Financial Aid Form need analysis.

Loans

CSRA Veterans Foundation Emergency Loan Fund. Short-term emergency loans available to veterans and their dependents who have been residents of the CSRA for at least one year and who have legitimate financial emergency affecting them as students at Augusta College. Apply through the Office of Financial Aid.

Georgia Society of CPA's Educational Foundation Loan. A private low-interest loan program for junior or senior students majoring in accounting and planning a career in public accounting. The student must have the endorsement of a faculty member familiar with his or her work. For application and information contact: Educational Foundation of the Georgia Society of CPA's, Suite 1980, Tower Place, 3340 Peachtree Road, N.E., Atlanta, GA 30326.

Guaranteed Student Loan. Low interest (8%) educational loans available to graduate and undergraduate students through a bank, savings and loan, credit union, or Guaranteed Student Loan agency in the student's state of legal residence. Repayment begins 9 months after the student ceases to be enrolled at least half-time. A Georgia resident may borrow directly from the state agency if unable to obtain the loan from local lenders. The Guaranteed Student Loan Application and the Financial Aid form are required.

Hull, James M. Rotary Educational Fund, Inc. For information contact the Office of Financial Aid.

Perkins Loan (formerly NDSL). Long term, low interest (5%) loans available to graduate and undergraduate students. Repayment begins 9 months after student ceases to

be enrolled at least half-time. In some instances, teachers of handicapped students or teachers in schools designated as low income (Title I Schools) may cancel a portion of their loans through service. Eligibility is determined by the Office of Financial Aid based on the Financial Aid Form need analysis.

Pickett and Hatcher Education Fund. A private, low interest loan program for full-time undergraduate students seeking a liberal arts education. For application and information contact: Pickett and Hatcher Education Fund, P.O. Box 8169, Columbus, Georgia 31908.

Parent Loan for Undergraduate Students (PLUS). A loan program to assist parents, regardless of income, with their children's undergraduate costs at eligible schools. Changes in the program have extended eligibility to independent undergraduate students and graduate students. Contact the Office of Financial Aid for details.

SGA—Kiwanis Club Emergency Loan Fund. A short-term emergency loan available from the Office of Financial Aid offering a limited amount of money. Loans must be repaid within the quarter in which the loan is made. The emergency loan cannot be used two quarters in succession.

State Direct Student Loan. Service-cancellable loans made by the State to Georgia residents enrolled in approved career fields where personnel shortages exist in the State. Applicants for the service-cancellable loans must meet ONE of the following criteria:

- Be accepted for admission or enrolled in an approved critical field of study. (At Augusta College those fields include Nursing, Medical Technology, and Health Administration.)
- Be pursuing certification in an approved teacher training program. (At Augusta College these fields include Math, Science, and Special Education.)
- Be a member of the Georgia National Guard.

In addition to the service-cancellable loans, the State offers cash-repayable loans to students who are unable to obtain a guaranteed student loan from local lenders.

Contact the Office of Financial Aid for details and application forms.

TERI Supplemental Loan Program. A loan program designed to assist families who do not qualify for traditional financial assistance programs. There is no income limit to qualify. Contact the Director of Financial Aid.

Wiggins, Stewart L. Memorial Fund. Applicants must submit a financial aid statement and have an undergraduate grade point average of at least 2.50 or a graduate grade point average of 3.0. The loan is for approximately \$300.

Work

College Work-Study Program (CWSP). A federal need-related aid program which provides part-time work to graduate and undergraduate students enrolled at least half-time. The Office of Financial Aid determines eligibility and handles placement of students in jobs on campus or at approved off-campus locations. The Financial Aid Form need analysis is required.

Cooperative Education. In the co-op program, a student alternates between periods of full-time academic study and full-time employment in career-related assignments. Contact the Placement Office for details.

Drawdy Graduate Assistantship in Business Administration. An assistantship for a minimum of 10 hours per week of non-clerical work awarded to a graduate student in the MBA Program on the basis of need and merit. Contact the School of Business Administration.

Graduate Assistant Program. A limited number of assistantships are available to graduate students each year. Address inquiries to the school or department concerned.

Job Location and Development Program (JLD). A program financially sponsored by the Office of Financial Aid but administered by the Career Planning and Placement Office to help students with their job search. The purpose of the JLD program is to expand job opportunities for all students enrolled in school who desire to work, regardless of their financial need. Contact the Placement Office for more information.

Student Assistant Program. On-campus jobs, financed by the college, are also available. Each department has its own funds for

this program. Inquiries should be made directly to departments having vacancies.

Scholarships

Student financial aid is often provided by community agencies, foundations, corporations, religious organizations, civic groups and cultural groups. This section describes many of the scholarship programs available to Augusta College students.

You are encouraged to explore other financial aid opportunities. Your family background, affiliations and activities may provide keys to other sources of assistance. The American Legion's publication, "Need a Lift?" or other publications in the school library or guidance office will assist you in obtaining comprehensive information on scholarship programs.

For information or application for the following scholarships, contact the Office of Financial Aid, unless otherwise indicated on individual entries.

Alpha Delta Kappa. Anita Nichols Music Scholarship. Awarded to a student majoring in music. Contact Alpha Delta Kappa, 223 White Oak Street, Thomson, Ga. 30824.

American Association of University Women. Awarded to a female undergraduate junior or senior on the basis of academic achievement, financial need, and potential for success.

American Business Women's Association Charter Chapter. Awarded to a female undergraduate student on the basis of scholastic ability and need.

American Business Women's Association Golf Capital Chapter. Awarded on the basis of scholastic ability and need to a full-time female student. Awarded to students in the Nursing Program. Contact the Nursing Department.

American Legion 40 and 8 Society. Awarded to student in the Nursing Program. Contact the Nursing Department.

American Society for Quality Control. A merit scholarship for business, math, or science majors who have completed at least one-half of their degree program with an overall GPA of at least 3.0. Applicants must express an interest in the field of quality control. Contact Engineer DOE, P.O. Box A, Aiken, S.C. 29802.

Armed Forces Communications and Electronics Association. One-year tuition scholarships subject to renewal. Eligibility requirements are enrollment in any ROTC course and pursuit of a baccalaureate degree in a high technology program. Contact the Department of Military Science.

Army Emergency Relief. Scholarships and loans to dependent children of army members, activity duty, retired and deceased, for full-time undergraduate study. Based on financial need. Contact National Headquarters, AER, Dept. of the Army, 200 Stovall Street, Alexandria, Va. 22332.

Army R.O.T.C. Scholarships. Four, three, two-year full scholarships awarded to students enrolled in military science who possess outstanding scholastic ability and leadership potential. Recipients receive all tuition and fees, books, and supplies, plus \$100 per month stipend. Contact the Department of Military Science.

Art Faculty Scholarship. Awarded to an incoming freshman majoring in the field of art. Award is based upon proven talent and accomplishment in art.

Augusta Area Purchasing Management Association. Awarded to an entering freshman or an enrolled student who is pursuing a degree in business or economics. Selection is based on academic achievement.

Augusta Association for Retarded Citizens. Awarded to a junior, senior, or graduate student, or a student already employed in the field of retardation who is majoring in a field related to servicing the needs of retarded citizens. Contact the Office of Admissions.

Augusta College Athletic Scholarships.

Augusta College Faculty Scholarship Fund. Established by the Augusta College Faculty to reward outstanding academic performance. Selection is based upon the high school academic record and extracurricular activities. Students in the CSRA in the top five percent of their class are encouraged to apply through their high school guidance counselor.

Augusta Jaycees. Awarded to the finalists in the Miss Augusta Beauty Pageant.

Augusta Junior Woman's Club. Awarded to a female student on the basis of academic record and need.

Augusta Woman's Club. Awarded to a deserving male or female student. Contact the Augusta Woman's Club, 1005 Milledge Road, Augusta, Ga. 30904.

Avery, Viola, Scholarship Fund. A church-oriented scholarship fund at the Piney Grove Baptist Church, Dearing, Georgia.

Bailey, Paul B., Scholarship. Awarded to a participant in the private enterprise scholars program on the basis of a paper written on the subject of private enterprise.

Barger, Janis V., Memorial Scholarship. Awarded to graduates of Richmond County high schools who plan to enter the field of vocational or business education. Excellence in scholastic work and financial need are considered.

Bell, John C. V., Sr., Memorial Scholarship. Awarded to an outstanding ROTC student from the Academy of Richmond County. Contact the Office of Financial Aid or the high school counselor.

Bigbie, Alethia, Scholarship. Awarded to graduates of the Academy of Richmond County on the basis of scholastic achievement and need. Contact the principal of the Academy of Richmond County.

Broadway Baptist Church. A church-oriented fund at the Broadway Baptist Church, Augusta, Ga.

Brown, Ann, Memorial Scholarship. Awarded through the Augusta Woman's Club to a deserving student. Contact the Augusta Woman's Club, 1005 Milledge Road, Augusta, Ga. 30904.

Burn Nursing Scholarship. Awarded to a nursing student who desires to enter the field of burn nursing. Contact the Director of Nursing at Humana Hospital for details.

Business and Professional Women's Foundation. Awarded to a graduate or undergraduate female, 25 or older, who is within 24 months of graduation and has demonstrated need.

Butler Boosters Club. Awarded to a Butler High School athlete who has exhibited outstanding character in academics, leadership, and athletics.

Buttolph, Dorothy Mustine, Foundation. Awarded to deserving and needy young men in the Augusta Area.

Byrd, Mary S., Fine Arts Award. Awarded annually to an entering art or music

major from Evans High School Award is based upon a competitive audition or art portfolio.

Byrd, Robert C., Honors Scholarship Program. Awarded to an entering freshman who has demonstrated excellence and achievement and shows promise of continued excellence. Contact the high school counselor.

Charm and Goodloe—Yancey Foundation. Awarded to children of Yancey Brothers Foundation employees.

Chick Fil-A. Awarded to undergraduate or graduate students who are employed by Chick Fil-A.

Christ Episcopal Church. A church-oriented scholarship financed through the Byllesby Fund of Christ Episcopal Church.

Civitan Club of Augusta. Established to build good citizenship in the community through the continuation of education of youth. Awarded to a local student on the basis of academic merit.

Cobb, Ty, Educational Foundation. Awarded to students who are Georgia residents, single, have at least sophomore standing, demonstrate financial need, and have a "B" average or better. Applications available from: Ty Cobb Foundation, 6354 Long Island Drive, N.W. Atlanta, Georgia 30328.

Columbia County Exchange Club. Congressional Teacher Scholarship Program. Awarded to students who demonstrate an interest in teaching and plan to pursue teaching careers. Contact the Georgia Student Finance Authority.

Cooper, William F., Scholarship. Awarded to an undergraduate female student on the basis of need, academic achievement, and extracurricular activities. Contact the Trust Department, Savannah Bank and Trust Company, Savannah, GA 31412.

Coors Veterans Memorial Scholarship Program. Awarded to first-year, full-time students, under the age of 22, who have a 2.75 or better GPA and who are dependents of honorably discharged veterans.

Cordle, Clarke, Endowment Fund. Established in memory of Clarke Cordle and awarded to a full-time student on the basis of merit and good moral character.

Craven, Jack and Mary, Scholarship. Awarded to an undergraduate student demonstrating financial need and the ability to

continue. The scholarship is renewable upon meeting specific criteria. Contact the Office of Financial Aid.

Cumming, Joseph B., Scholarship in History. Established by Mrs. Joseph B. Cumming in memory of her husband, who was a distinguished attorney and historian, and awarded to a student majoring in history on the basis of academic and extracurricular achievement and good character.

Delta Kappa Gamma Beta Lambda Chapter. Awarded to a full-time student who has been admitted to the teacher education program. Based on scholastic excellence and need.

Delta Kappa Gamma Rho Chapter. Awarded to a female who is a junior or senior education major on the basis of scholastic achievement and need.

Drake, Kelley, Memorial Scholarship. Awarded annually to a music major with preference given to a vocalist or clarinetist. Selection based upon musical talent, dedication, and citizenship. Contact the Chairman of the Department of Fine Arts.

Duncan, Harvey, Memorial Scholarship. Awarded to a graduate of a Richmond County high school, or a teacher or other employee of the county public school system, who intends to remain in the field of professional education. Based on scholastic excellence.

Eastern Star Alice Warren Chapter. Awarded to a female graduate of Butler or Glenn Hills High School. Selection is based on academic merit and need.

Eastern Star Prince Hall Chapter. Employee Incentive Program. Awarded to employees of Augusta College to assist in furthering their education. Contact the Director of Personnel.

Evans High School Science Club. Awarded to a senior member of the Evans High School Science Club based on academic record and extracurricular activities, especially those related to science.

Fort Gordon NCO Wives Club. Awarded to a deserving student.

Fort Gordon Officers Wives Club. Recipients selected by the organization from CSRA high school seniors who are military dependents with high scholastic rating and financial need. One-year tuition scholarship.

Frickey, Robert E., Sociology Scholarship. Awarded to a sociology major. A renewable one-quarter tuition aid scholarship based on the merit of the applicant. Applications may be made through the Department of Sociology and Anthropology.

Garrett, T. Harry, Scholarship Fund. Awarded to a female graduate of Richmond Academy with preference given to one having attended Tubman Middle School.

Georgia Governor's Scholarship Program. Awarded to graduating high school seniors selected as Georgia scholars who will be attending college in Georgia. Selection is based on academic merit, extra-curricular activities, and leadership. Contact the high school counselor.

Georgia Pacific Foundation. A merit scholarship for employees and dependents of Georgia Pacific.

Georgia PTA Education Scholarship. Awarded to worthy high school graduates who are preparing for work in a youth-related field in Georgia. Contact the State PTA Office, 114 Baker St., N.E., Atlanta, Georgia 30308.

Georgia Rotary. Awarded to a foreign student.

Georgia Trust Scholarship. Awarded to undergraduate or graduate Georgia residents who have completed at least one year majoring in historic preservation or related fields. Selection is based on academic achievement, character, and need. Contact: Georgia Trust For Historic Preservation, 11 Baltimore Pl. N.W., Atlanta, Georgia 30308.

Girls Center. Awarded to a young woman who has participated in the activities of the Girls Center.

Green, Frank M., Scholarship. This scholarship is given in honor of Frank M. Green by his wife, Mrs. Alice Green, and daughter, Ms. Frances Green. It is given to a junior business student with emphasis on financial need. Contact the School of Business Administration.

Gregg, William, Graniteville Scholarship. Awarded to members of families whose principal occupation is employment by Graniteville Company, Community Services, Inc., Gregg Park Civic Center, or C. H. Patrick and Company, Inc. Based on academic achievement, economic need, and overall potential.

Gunn, Frances Cecil, Nursing Scholarships. Awarded to two deserving second-year nursing students. Contact the Chairman of the Nursing Department.

Harley, John Jr., Memorial Scholarship. Awarded to a full-time graduate or undergraduate student. Selection is based on academic achievement, need, and potential.

Harmony Baptist Church. A church-oriented fund at the Harmony Baptist Church, Augusta, Ga.

Hirsh, Elsie Solomon, Scholarship. Awarded to a student majoring in speech and drama. Contact the Chair of the Department of Languages and Literature.

Insurance Women of Augusta. Awarded to a student returning for graduate or undergraduate studies.

Ivey, O. Torbett. Awarded to a handicapped student. Contact the Associate Dean of Students.

J. B. White Literary Award. Awarded annually to each of the first place winners in the senior high school essay, poetry, and short story contests.

Kiwanis Club of Augusta. Awarded to a student who resides in the Augusta vicinity on the basis of academic excellence and need.

LeRoy, H. F. and Sue, Memorial Scholarship. Awarded to a deserving full-time undergraduate student on the basis of academic achievement and need.

Leshner, Patricia Smith, Scholarship. Awarded to an English major who has demonstrated the abilities to read literature sensitively, pursue literary research, and study profitably and express a moral commitment to fund a similar scholarship in the future should his/her financial position permit. Applicants must have completed English 101 and 102 or 111 and the sophomore humanities requirement. Contact the Department of Languages and Literature.

Lester, William M., Scholarship. Sponsored by the Exchange Club of Augusta. Four-year tuition scholarships awarded to undergraduate students who are residents of the CSRA. Based on academic achievement and financial need. Students must maintain a 2.5 grade point average. Contact the high school counselor.

Marbut Foundation. Awarded to an entering freshman student who graduated from high school in the CSRA and who is majoring

in business administration. Based on academic excellence. Contact the Director of Financial Aid.

Maxwell Music Scholarship. Awarded to music majors through selection by the music faculty. Based on musical talent, vocal or instrumental achievement, and academic record. Contact the Chairman of the Department of Fine Arts.

Maxwell, William T., Honor Scholarship. Established in memory of Mr. William T. (Billy) Maxwell and awarded to an outstanding student in Business Administration. Normally, the scholarship will be awarded to a full-time student who is a rising junior. Assuming satisfactory academic performance, the recipient will continue to hold the scholarship until graduation. Contact the Dean of the School of Business Administration.

McCollum, Louise Smith, Scholarship. Awarded to an entering freshman on the basis of scholastic achievement and academic potential. Extracurricular activities and community involvement are considered. Contact the Director of Financial Aid.

McCollum, W. Bruce, Scholarship. Awarded to an entering freshman on the basis of merit and academic achievement, extracurricular activity, leadership and community service, and financial need.

McCullough Scholarship. A church-oriented scholarship awarded to a member of the United House of Prayer.

Mixon, Richard Timothy, Scholarship. Awarded to a full-time student of at least sophomore standing who is a chemistry or pre-med major. Selection is based on scholastic ability and dedication to a scientific career. Applications available from the Chairman of the Department of Chemistry and Physics.

Mulcay, Howard and Suzanne, Scholarship. Awarded to a full-time undergraduate student demonstrating academic achievement and financial need.

Music Faculty Scholarship. Awarded to one or more music majors. Audition forms available from the Department of Fine Arts.

National Association of University Women. Awarded to a female student to promote educational achievement. Contact the organization at 1646 15th Street, Augusta, Georgia 30901.

National Hills Lions Club Scholarship. Awarded to an incoming freshman from a local high school in the CSRA who has good character, good scholastic ability, and a desire to benefit the community.

National Merit Scholarship. Offered to undergraduate students who qualify on the PSAT and the National Merit Scholarship Qualifying Test. Contact the high school counselor for further information.

Network Augusta. Awarded to a full-time undergraduate female student. Contact the organization at P.O. Box 1274, Augusta, Ga. 30903.

Norman, Jessye, Voice Scholarship. Awarded to an upper-level vocal music major. Contact the Chairman of the Department of Fine Arts.

OPIDS/Lions Club Scholarship. Awarded to a handicapped student. Contact the Associate Dean of Student Affairs.

Optimist Club of Augusta Scholarship. Awarded to a full-time undergraduate student on the basis of need and academic merit.

Pamplin, Katherine R., Scholarship. Established in honor of Mrs. Katherine R. Pamplin and awarded on the basis of outstanding scholastic ability and academic record.

Pierce, Hilda Evans, Scholarship— Given by Franklin H. Pierce in honor of his wife Hilda and children, Mariam P. Brown and Melissa P. Beaver. Based on financial need and academic achievement.

Pilot Club Scholarship. Awarded to deserving women students majoring in business administration or nursing or other allied health science. Based on academic excellence, need and extracurricular activities.

Rankin, Jeanette, Foundation Award. Assistance offered to women, aged 35 or older, who wish to pursue a formal program of education to prepare for work. Application available from: Jeanette Rankin Foundation, P. O. Box 4045, Athens, GA 30602.

Regents' Opportunity Scholarship. A state program for historically disadvantaged students who are residents of Georgia enrolled full-time in a graduate degree program.

Regents' Scholarship. Institutions nominate candidates to the Board of Regents of the University System of Georgia. To be eligible for consideration, a student must be a full-time student, a resident of Georgia, rank academically in the upper 25% of his or her

college class, and demonstrate financial need. Recipients may repay in cash or by working in Georgia. Financial Aid Form analysis required.

Richmond County Association of Educational Office Personnel. Awarded to a graduating senior from a high school in Richmond County who plans to major in business education and pursue an office-related career. Based on academic merit. Contact the organization at 2083 Heckle Street, Augusta, Georgia 30910.

Robertson, Joe Mays, Scholarship Fund. Awarded to a math major on the basis of academic merit and need. Apply through the Department of Math and Computer Science.

ROTC Basic Camp Two-Year Scholarship Program. Two-year scholarships for students attending ROTC basic camp at Fort Knox, Kentucky. Eligibility for basic camp attendance requires the student to have a 2.0 GPA, with a minimum of 45 quarter hours and two academic years remaining upon completion of basic camp, be a U.S. citizen, and meet the age requirements. The scholarships are awarded based upon academic achievement and performance at basic camp. Contact the Department of Military Science.

Sancken, George A., Scholarship. Awarded to an undergraduate student who is a resident of the CSRA on the basis of academic achievement, extracurricular activities, and financial need.

Scarborough/Royer Memorial Music Scholarships. Awarded annually to students for performance in instrumental music organizations. Selection based on faculty audition.

Scruggs, Chester A., Scholarship. Awarded to an entering freshman on the basis of merit.

Scruggs, James B., Scholarship. Awarded to an entering freshman on the basis of merit. Contact the Director of Financial Aid.

Sergeant Majors Association. Awarded to military dependents through the organization.

Shingleton, Will, Creative Writing Scholarship. To be eligible, a student must (a) have completed at least 60 hours, (b) have a G.P.A. of at least 2.5, and (c) be a declared

English major. Contact the chair of the Department of Languages and Literature.

Sigma Gamma Rho, Delta Alpha Sigma Chapter. Awarded by the organization to an outstanding female student.

Skelton, Clay Mitchell, Scholarship. In memory of Clay Mitchell Skelton. To be awarded during the 1988-89 academic year to a 6th or 7th grade classmate of Clay Mitchell Skelton at William Robinson School during the 1982-83 school year. Based on financial need and academic achievement.

Smith, Cleve, Memorial. A church-oriented scholarship at the Hill Baptist Church, Augusta, Ga.

Smith, John M., Jr., Memorial Scholarship. Awarded to a capable undergraduate or graduate student who is preparing to teach or who is an in-service teacher in the teacher education program at Augusta College.

Steed, Michael A., Memorial Scholarship. Presented by the Georgia Association for Children and Adults with Learning Disabilities to a student with an educationally diagnosed learning disability.

St. Joseph Hospital Auxiliary Scholarship. Awarded to a nursing major who plans to work at St. Joseph Hospital. Based on academic merit, outstanding personality traits, and need.

St. Marks Church Music Scholarship. For further information contact the Chairperson, Fine Arts Department, Augusta College.

Storyland Theatre, Inc., Scholarships. Three scholarships. Awarded to full-time students with a declared Communications major and a college GPA of 2.75 or higher, or fully accepted students intending to declare a Communications major, with HS SAT scores of 850 and GPA of 2.5 or higher; must participate in two college productions per year.

Student Activities Grant. Full or partial tuition paid to certain officers of the Augusta College Student Government Association and certain BELL RINGER and WHITE COLUMNS staff members in exchange for services.

Summerville Neighborhood Association Scholarship. Awarded to a full-time undergraduate or graduate who is a resident of the Summerville area. Selection is based primarily on contributions made by the student in the areas of historic preservation, recor-

dation of history, and maintenance of neighborhood stability. Need and scholastic ability are also considered.

Townsend, Jerry Sue, Scholarship Fund. Awarded to a student pursuing a degree in mathematics or computer science. Restricted to students who have high scholastic ability, outstanding academic records, and a strong foundation in mathematics. Contact the Department of Math and Computer Science.

University Hospital. A program designed to assist LPN employees of University Hospital to pursue a degree in Nursing. Contact the Assistant Administrator at University Hospital.

Uptown Kiwanis Club. Awarded to an undergraduate student. Must maintain a grade point average of 2.5 or better.

Vocational Rehabilitation. Assistance to students with physical limitations. Application is made through the student's local Office of Vocational Rehabilitation.

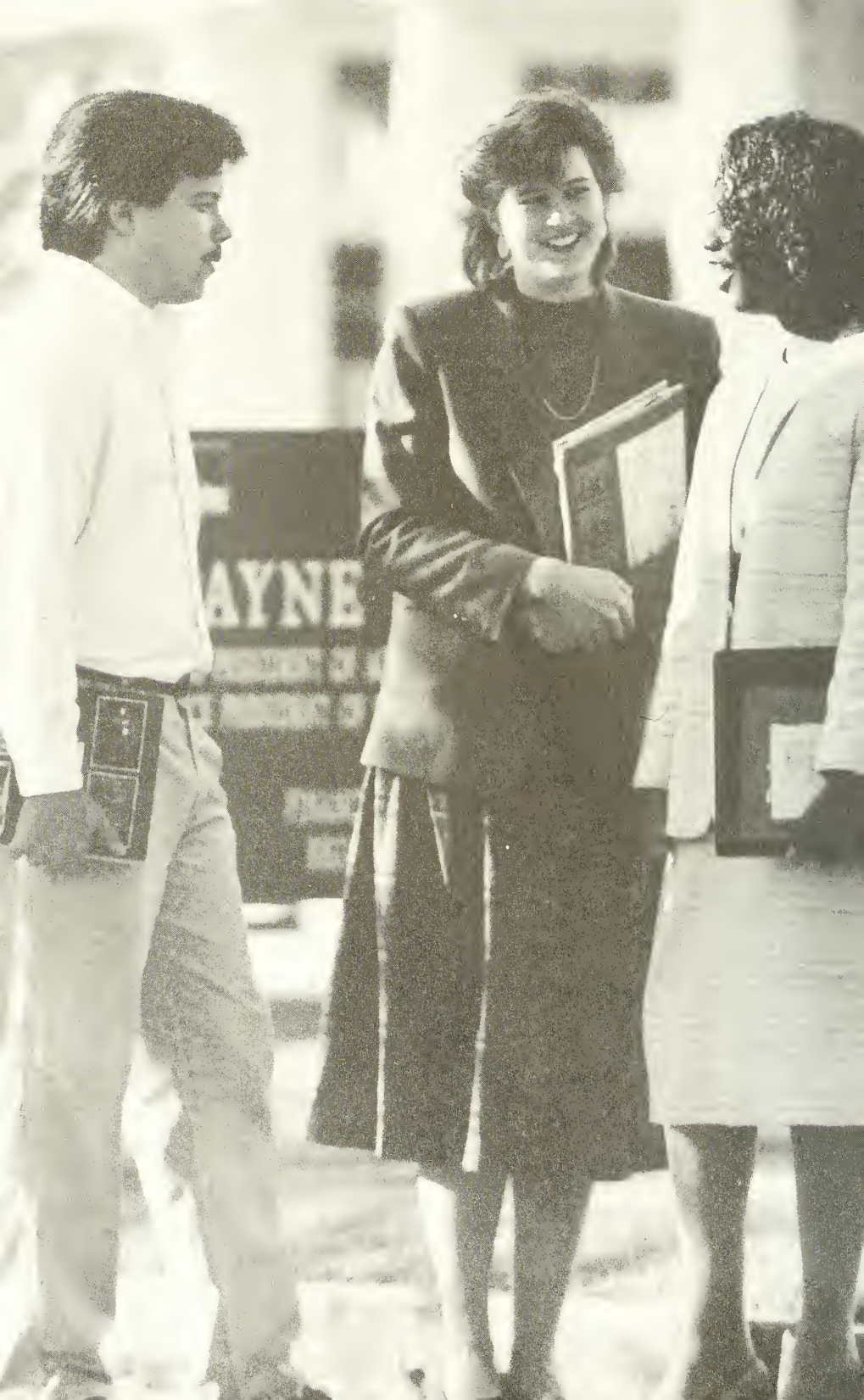
Wallace, S. Lee, Scholarship. This scholarship is given in honor of S. Lee Wallace by Sims W. (Bill) Hill of Northwestern Mutual Insurance Company. It is given to a rising junior who is majoring in marketing and who has demonstrated potential for success in the marketing area. Contact the School of Business Administration.

Watson-Brown Foundation, Inc. Awarded to worthy students in need of financial assistance who have academic merit.

Waynesboro Exchange Club. Recipients are selected by the organization from outstanding students who are residents of Burke County.

Williams, Grover B., Scholarship Fund. Awarded on the basis of scholastic ability and academic record to a student majoring in mathematics. Apply through the Department of Math and Computer Science.

Wine and Spirits Wholesalers Scholarships. Awarded to deserving Georgia undergraduate students enrolled full-time in state colleges. Based on financial need, academic achievement, and school and community involvement.



Student Services

This is a special section of the catalog written for you, the prospective or new student. It is intended as a guide. From this section you should know whom to see should you have any problem not directly a part of your current academic program. In other words, it covers all extracurricular activities.

Who is Responsible?

The Vice President for Student Affairs is charged with the responsibility for providing experiences which will ultimately contribute to a comfortable and well-adjusted student and member of society. The Office of the Vice President for Student Affairs coordinates the offices of Admissions, Cooperative Education, Counseling, Discipline, Financial Aid, Placement, Student Activities, Testing, and Veterans' Affairs. The Vice President for Student Affairs also provides housing information and student insurance programs.

The handicapped student who has special needs should contact the Associate Dean of Students.

Discipline

Augusta College has defined the relationships of students as members of the college community through the document Student Rights and Responsibilities. The document is available to all members of the college community through the Office of the Vice President for Student Affairs.

The students of Augusta College have established a precedent of exemplary behavior as members of the college and civic communities. Individuals and groups are expected to observe the tradition of decorum and behave in no way which would precipitate physical, social, or emotional hazards to other members of the college community.

Improper behavior is at once a breach of tradition and inconsistent with the aims and objectives of the college. Such behavior subjects the student to disciplinary probation, suspension, expulsion, or other appropriate disciplinary measures.

Augusta College has defined the appropriate behavior of a student as a member of the college community through the document Student Rights and Responsibilities.

Student Activities

The Director of Student Activities is charged with the responsibility for organizing and implementing a variety of social and non-academic college functions. The Office of Student Activities is located on the second floor of the College Activities Center and serves as a clearinghouse for activities and announcements revolving around the social life of the student population.

A number of student services are provided by the Student Activities Office including an hourly child care service, a free typewriter loan service, and a student book exchange.

The Student Activities program is designed to provide opportunities for involvement and leadership through a broad spectrum of activities. Members of the Augusta College faculty serve as advisors to the organizations.

Housing

Augusta College is designated as a commuter institution; however, through an arrangement with a private developer, a student apartment complex has been made available. The complex is located approximately 1½ miles from campus. Information is available by contacting the Office of Admissions, (404) 737-1405.

Insurance

By special arrangement the college approves a student insurance policy which provides benefits for accident and accidental death and dismemberment. The magnitude of student participation in the plan allows the insurer to offer excellent benefits for a minimal premium.

Applications for student insurance may be made at quarterly registrations.

Program Assessability for Handicapped Students

The college deals with handicapped students on an individual basis. Hopefully, waivers or drastic changes in the curricula will not often be needed; however, modifications in meeting existing requirements will be allowed according to individual need. In order that individual needs are met, a Coordinator of Academic Programs for the Handicapped has been designated to act as liaison between students and faculty members, helping to develop programs for the handicapped as the need arises. For more information, contact the office of the Vice President for Student Affairs.

Veterans' Affairs

Augusta College maintains a full-time Office of Veterans' Affairs (OVA) to assist veterans in maximizing their educational experience. The OVA coordinates and/or monitors AC and VA programs, policies, and procedures as they pertain to veterans.

As students at Augusta College, veterans and certain other persons may qualify under Chapters 31, 32, 34, or 35, Title 38, UNITED STATES CODE, for financial assistance from the Veterans Administration (VA). Eligibility for such benefits must be established in accordance with policies and procedures of the VA. Interested persons are advised to investigate their eligibility early in their planning for college. Pertinent information and assistance may be obtained from the Augusta College Office of Veterans' Affairs.

New or returning students should make adequate financial provisions for one full

quarter from other sources, since payments from the VA are sometimes delayed.

The Office of Veterans' Affairs furnishes the Veterans Administration certifications of enrollment. Eligible persons should establish and maintain contact with the OVA to insure their understanding of and compliance with both VA and college policy, procedure, and requirements, thereby insuring timely and accurate receipt of benefits and progress toward an educational objective.

Each person receiving VA education benefits payments is responsible for insuring that all information affecting his/her receipt of benefits is kept current, and each must confer personally with the staff in the OVA at least once each quarter to keep his/her status active and current.

Public Safety Services

Services provided by the Public Safety Division include: escort service upon request, engraving of personal property, correcting minor vehicle problems, and most importantly, twenty-four hour police protection and first aid which have priority over other services.

Things to Do

Orientation

Prior to each quarter, O.A.R.S. (the new student orientation, advising, and registration program) provides new undergraduate students with the information necessary to ease their transition to college life on this campus. O.A.R.S. guides new students through the registration process, including advising, registration, and the fee payment. The program also links new students to campus activities and support services.

Athletics

Augusta College is affiliated with the National Collegiate Athletic Association (NCAA) and is a member of the Big South Conference. Augusta College supports men's teams in baseball, basketball, cross country, golf, soccer, and tennis. The college supports

women's teams in volleyball, basketball, swimming, softball, tennis, and cross-country. An intramural sports program is offered throughout the school year for both men and women, with a variety of sports being offered each quarter.

Cultural and Entertainment Programs

A wide spectrum of cultural and entertainment programs is provided for students through the dance-concert series, film series, and Lyceum series. Outstanding members of the creative and performing arts are brought to campus in an on-going effort to enrich the educational, personal-social, and cultural components of the student life. These programs are funded by Student Activity fees.

Student Government

The Student Government Association exists to provide a mechanism for student input into the decision-making process of the college, and to promote programs and activities of interest to students.

The SGA is composed of an executive, a legislative, and a judicial branch, as well as a Student Union Board. The executive branch comprises the offices of president, vice president, secretary/treasurer, who are responsible for coordination of various committees and activities. The Student Senate, composed of representatives from each academic department, serves to funnel student feelings and make known student interests. The Student Union Board coordinates all campus social functions. The Student Judicial Cabinet renders judgment in cases referred to it by administrative officials, as well as in cases of students' appeals of traffic citations. The Interclub Council of Presidents and Advisors provides support and networking opportunities for the leadership of chartered student organizations.

Copies of the Student Government Constitution are available in the Student Government Office and the JAGUAR student handbook.

Student Publications

The BELL RINGER is the official student newspaper. It is published weekly by a student staff.

WHITE COLUMNS is the college's yearbook. It is compiled and edited by students.

SAND HILLS is the student literary magazine. It is published annually by a student staff.

JAGUAR is the student handbook. It is published annually by the Student Activities Office.

These publications are funded by Student Activity fees.

Places to Know

Augusta College Hourly Child Care Services

The Hourly Child Care Service, located adjacent to campus, is open to the children of Augusta College students, faculty and staff for up to four hours of daily care. Children are enrolled on a quarterly basis at a nominal hourly fee. The center is open during classes from 7:50 a.m. - 8 p.m. Monday through Thursday, and from 7:50 a.m. - 4:30 p.m. on Friday.

College Activity Center

The College Activity Center, housed in a modern and attractive building, serves to complement and enrich student life at Augusta College through an organized program and varied facilities. The first floor contains the cafeteria, the snack bar area, and the college bookstore. The second floor houses the student lounge with large-screen TV, game rooms, large and small group meeting areas, and offices for Student Activities, the Student Government Association, and student publications. The third floor houses offices for Career Planning & Placement and Cooperative Education. The Towers Room occupies the fourth floor of the Center.

Counseling and Testing

The Counseling and Testing Center is an outreach-oriented service that strives to promote

personal growth and development in the Augusta College student. The Center can help the student choose an appropriate college major, develop effective study and test-taking skills, or solve personal, academic, or vocational problems. Other Counseling and Testing Center services include testing and advisement for learning disabilities, peer support for the mature returning student, and individual and group psychotherapy.

One prominent service of the Center is that of career exploration and development. It has become increasingly important for the college student to explore possible majors and establish long-range career plans. Various tests are available to help the student in selecting a major, choosing a career, evaluating study habits and attitudes, and assessing personality and values. Two computer-based career assessment and information packages are also on hand to help the individual identify special attitudes, abilities, and areas of interest.

A complete library of information on a wide range of career-related subjects offers the opportunity to find out more about specific careers and occupations, including educational requirements, working conditions, opportunity for advancement, financial outlook, etc. A qualified counselor is available to assist in interpreting test information and to help in determining the best way to achieve career objectives.

The Institutional Admissions Testing Program (SAT), the American College Testing Program (ACT), The Regents' Testing Program, the University System of Georgia Collegiate Placement Examinations, and other institutional testing programs are administered by the Center, which also schedules and conducts national testing programs such as the National Teacher Examination, Graduate Record Examination, Law School Admissions Tests, Graduate Management Admission Test, Medical College Admission Test, Miller Analogies Test, College Level Examination Program, and the American College Testing-Proficiency Examination Program.

All counseling and testing services are free to Augusta College students, and all interviews and test results are completely confidential.

Placement

The Career Planning & Placement Office provides job placement and career information assistance to currently enrolled students and alumni of Augusta College. Some of the major programs and services offered by the office include:

- Maintaining job listings on full- and part-time, seasonal, and temporary job vacancies and internship opportunities.
- A resume/cover letter critiquing service.
- A computerized resume referral for registrants.
- Coordinating on-campus recruiter interview visits.
- Seminars on resume writing, interviewing and preparing for the "job search."
- A credentials reference service for teacher education majors.
- Planning an annual Employer Expo ("job fair") for students/alumni.
- Compilation of an annual "Resume Book."
- Housing extensive employer and career information libraries.

Services of the office are available one evening a week and by appointment for those who work during the day.

Cooperative Education

Cooperative Education is an academic program which provides opportunities for students to gain work experience that is related to their academic majors. The structured program is designed to make a student's educational program more meaningful by integrating classroom theory with supervised practical work experience in business, industry, government, educational, and service organizations. Contact the Placement/Co-op Office for program details.

Fine Arts Center Gallery

The Fine Arts Center building houses an attractive art gallery in the lobby. Monthly exhibits by college art students, art faculty members, and visiting artists are displayed from September to June. The Gallery is funded by Student Activity fees. Music re-

citals are also given occasionally in the gallery area.

Maxwell Performing Arts Theatre

The Grover C. Maxwell Performing Arts Theatre is a center of cultural activities for the entire community. Concerts, recitals, and other events sponsored by the Department of Fine Arts are held regularly in the theatre, which is also the home of the Augusta Symphony Orchestra and the Augusta College Theatre. The college Lyceum Series brings plays, musical performances, dance troupes, and prominent lecturers to the theatre, which also houses an art gallery for exhibits by visiting artists.

Opportunities

Honors and Awards

During the latter part of the spring quarter, an annual Honors Convocation is held. At this time three groups of students are given recognition; those meriting scholarship honors for having made superior grades; those exhibiting constructive leadership in the advancement of the college; and those who have rendered unselfish service in an outstanding manner during their years in college. Those earning awards for participating in college athletics during the year are honored on a separate date.

General Policies for Scholastic Achievement Awards

Freshmen	Enrolled for not more than four quarters prior to the Spring Quarter* and have no less than 30 quarter hours credit at the end of Winter Quarter*.
Sophomores	Enrolled for not more than eight quarters prior to the Spring Quarter* and have no less than 75 quarter hours credit at the end of Winter Quarter*.

Juniors	Enrolled for not more than twelve quarters prior to the Spring Quarter* and have no less than 120 quarter hours credit at the end of Winter Quarter*.
Seniors	Enrolled for not more than sixteen quarters prior to the Spring Quarter* and have no less than 165 quarter hours credit at the end of Winter Quarter*. Must be a candidate for graduation in June* or August*.

Awards to top four (4) students in each class.
Minimum average - 3.5

*current year

Transfer Students

Transfer students are eligible for honors awards, subject to the following criteria: (1) at least one-half of the credits earned must be completed in residence at Augusta College, (2) transfer average must be at least 3.5, (3) transfer students must meet the general criteria as stated above for "regular," i.e., non-transfer, Augusta College students.

School of Arts and Sciences Awards

American Nuclear Society Physics Award—This award is given by the American Nuclear Society-Savannah River Section and is designated by the physics faculty for the outstanding physics major. The recipient's name will be inscribed on a permanent plaque maintained in the library.

Bailie's Art Center Art Award—The recipient of the Bailie's Art Center Art Award is selected by the faculty of the Fine Arts Department. The award is given for unusual achievement in the field of art, and the recipient's name is inscribed upon a permanent plaque.

Biology, Senior Award—The Senior Biology Award is given each year to the student who has the best overall and biology grade point average, has made the greatest contribution to the Biology Department, and has most fully participated in non-academic activities relating to biology.

Bryant, Louise, Nursing Achievement Award—The Louise Bryant Nursing Achievement Award is presented annually to a nursing student on the basis of academic achievement, cooperation with faculty, peers, and co-workers, dedication to the profession of nursing, and potential leadership ability in nursing.

Computer Science Award—The recipient is chosen based on academic standing and excellence in computer science and information systems.

Department of the Army Superior Cadet Award—The department of the Army Superior Cadet Award is given annually to recognize the outstanding scholastic and leadership ability of the top ROTC cadet in the Augusta College program.

deTreville, Theodore, Award in History—The Theodore deTreville Award is presented to the outstanding graduate of the History Department. The award is offered by Mrs. Virginia E. deTreville as a memorial to her son, Theodore Evans deTreville, an Augusta College student.

French, Outstanding Student in—This award is given annually to the student with the highest grade point average in French.

Georgia Consortium Certificate of Merit—The Georgia Consortium Certificate of Merit is awarded annually by the Georgia Consortium. The award is given to an individual who has meritoriously addressed the study of foreign cultures and international concerns.

German, Outstanding Student in—This award is given annually to the student with the highest grade point average in German.

Holsten, Ned A., Award—The Ned A. Holsten Award is given to the student whose paper on a general history topic is judged best by a committee of the faculty.

Leshner, Patricia Smith, Essay Award—The Patricia Smith Leshner Essay Award is sponsored by the Department of Languages and Literature as a memorial to its friend and former student.

Leshner, Patricia Smith, Scholarship Award—This scholarship is given each year in memory of Patricia Smith Leshner. The recipient is chosen by the Department of Languages and Literature.

Mathematics Award—The Mathematics Award is sponsored by the Savannah River

Section of the American Nuclear Society. The recipient of this award, selected by the mathematics faculty, must be a senior majoring in mathematics.

McCrary English Award—The McCrary English Award is presented to the student attaining the highest grade point average in English. The student receives a book given by Mrs. Ruby McCrary Pfadenhauer as a memorial to Charles A. McCrary.

McCrary Science Award—The McCrary Science Award is presented to the student attaining the highest average in science. The student receives a book given by Mrs. Ruby McCrary Pfadenhauer as a memorial to Charles A. McCrary.

McKenney Memorial Award in Organ—The McKenney Memorial Award is presented to the organ student who has demonstrated the greatest progress.

Mixon, Richard T., Award in Chemistry—The Richard T. Mixon Award is presented by the Chemistry Department in memory of the late Mr. Mixon and made possible by donations from his friends.

Pearce, John W., Award in Organic Chemistry—This award is selected by the faculty of the Chemistry/Physics Department to the baccalaureate degree-seeking student possessing the best record in the 341-342 Chemistry sequence. The recipient is chosen from the students completing the sequence in the preceding year.

Powers Baldwin of Augusta Music Award—The recipient of the Powers Baldwin of Augusta Music Award is selected by the faculty of the Fine Arts Department. The award is given for unusual achievement in the field of music, and the recipient's name is inscribed upon a permanent plaque.

Psychology Graduate Award—This award is selected by the faculty, awarded to the outstanding graduating student in the M.S. program in psychology based upon academic performance, service to the graduate program, and potential for professional contributions.

Psychology Undergraduate Award—This award is selected by the faculty; the award is presented to a graduating psychology major who has most demonstrated academic excellence, service to the psychology program, and potential for contributions to the field of psychology.

Richmond County Good Government Award—The Richmond County Commission Political Science Award is presented to the political science major demonstrating outstanding academic performance and service to the discipline.

Ruzicka, Lucy C., Memorial Award—The Lucy C. Ruzicka Memorial Award is given annually to the outstanding student in musical theater.

Smith, John M. Jr., Outstanding Education Senior Award—The John M. Smith Jr. Outstanding Education Senior Award is given to a senior education major who reflects excellence in scholarship and active participation in departmental and college activities.

Spanish, Outstanding Student in—This award is given annually to the student with the highest grade point average in Spanish.

Storyland Theatre, Inc., Scholarships—Three scholarships. Awarded to full-time students with a declared Communications major and a college G.P.A. of 2.75 or higher, or fully accepted students intending to declare a Communication major, with HS SAT scores of 850 and G.P.A. of 2.5 or higher; must participate in two college productions per year.

School of Business Administration Awards

Accounting Award—The Accounting Award is given each year to a graduating senior on the basis of superior overall academic performance and G.P.A. in his/her major area. The student receives a plaque from the School of Business Administration.

Business Education/Office Administration Award—The Business Education/Office Administration Award is presented each year to a graduating senior on the basis of superior overall academic performance and G.P.A. in his/her major area.

Economics/Finance Award—The Economics/Finance Award is presented each year to a graduating senior on the basis of superior overall academic performance and G.P.A. in his/her major area.

Georgia Society of CPA'S Certificate of Academic Excellence—This award is given by the Educational Foundation of the Georgia

Society of CPA's for outstanding achievement in the accounting area and G.P.A. in his/her major area.

Georgia Society of CPA'S Distinguished Accounting Award—The Distinguished Accounting Award is presented each year to the accounting graduate who demonstrates the greatest potential for the profession of public accounting.

Management Award—The Management Award is presented each year to a graduating senior on the basis of superior overall academic performance and G.P.A. in his/her major area.

Marketing Award—The marketing award is presented each year to a graduating senior on the basis of superior overall performance and G.P.A. in his/her major areas.

Outstanding MBA Student Award—The recipient of this award is chosen by the SOBA faculty and must be a graduate student who has applied for graduation by the end of Winter Quarter.

Wall Street Journal Student Achievement Award—This award is sponsored by the Dow Jones Company and is presented to a graduating business major who exhibits superior overall academic performance and professional potential.

School of Education Awards

Health and Physical Education Award—The recipient of the Senior Health and Physical Education Award is selected by the Health and Physical Education faculty. The award is given to recognize outstanding physical and mental achievement in Health and Physical Education.

Outstanding School of Education Graduate Student—This award is given by the Education faculty to the education major who has exhibited outstanding scholarly endeavors, leadership in professional organizations, and potential for future contributions to the field of education.

Outstanding School of Education Undergraduate Student—This award is given for personal character, service to the School of Education, and outstanding evaluation of lab experiences by supervising teachers and faculty.

Co-op Student of the Year—The Co-op Student of the Year Award is presented each

year to a graduating senior to recognize his/her academic scholarship, high work ideals, and strong belief in and commitment to the Cooperative Education concept. This award is presented by the dean in the student's respective school.

Student Affairs Awards

Bell Ringer Award—The staff of the student newspaper, the *Bell Ringer*, chooses its most outstanding member to be the recipient of this award.

Chronicle and Herald Award—The recipient of this award is chosen by the Student Activities Committee, which serves as the Editorial Board, as making the most outstanding journalistic effort for the year.

Senior Service-Leadership Awards—The Senior Service Leadership Award is given to two seniors, one male and one female, who have made the most outstanding contribution in the area of service and leadership to the Augusta College community.

White Columns Award—The staff of the Augusta College annual, the *White Columns*, chooses its most outstanding member to be the recipient of this award.

Who's Who Among American Students in American Universities and Colleges—A committee, composed of faculty and students, selects members from the junior and senior classes for inclusion in this annual document. Students are selected on the basis of leadership, academic standing, and dedication to the betterment of the college.

Organizations

Accounting Club—The Accounting Club promotes exposure to practical accounting skills through guest speakers, the accounting internship program, and other educational opportunities.

Alpha Kappa Alpha—Alpha Kappa Alpha is the first Greek letter sorority founded by black women in 1908 at Howard University. The purpose of Alpha Kappa Alpha is to cultivate and encourage high scholastic and ethical standards, to promote unity and friendship among college women, and to study and help alleviate problems concerning girls and women, to maintain a progressive

interest in college life, and to be of service to all mankind. Alpha Kappa Alpha is a member of the National Pan-Hellenic Council. Mu Zeta Chapter of Alpha Kappa Alpha was chartered in 1978 at Augusta College.

Alpha Mu Gamma—Augusta College was granted a charter in Alpha Mu Gamma, a national collegiate foreign language honor society which seeks to recognize achievement in the field of foreign language study.

Amnesty International—The purpose of this group is to raise the political consciousness of the campus, to create a sense of volunteerism within the student body, and to demonstrate the global nature of our society.

Association for Computing Machinery—The Augusta College Student Chapter of the Association for Computing Machinery was chartered in 1981. The chapter was organized and operates exclusively for educational and scientific purposes. The chapter promotes a greater interest in computing machinery and an increased knowledge of the science. Any full-time student at Augusta College may become a member.

Baptist Student Union—The Baptist Student Union is a student-led Christian organization sponsored by the Department of Student Work of the Georgia Baptist Convention. The BSU is a Christian fellowship of Augusta College students which provides many varied opportunities for spiritual growth through Bible study, discipleship retreats, and responsible involvement in a local church.

Beta Beta Beta Biological Honor Society—The Kappa Kappa Chapter of Tri-Beta promotes interest and excellence in biology. Members are selected on the basis of interest and outstanding academic performance in biology. The chapter sponsors tours of area schools, a series of films, and speakers of interest to the college community and provides tutoring and other voluntary services to the department.

Black Student Union—The purpose of this organization and its choir (the Voices of BSU) is to promote the history and culture of Black Heritage. The Black Student Union sponsors speakers and Black Cultural Activities. The organization is open to all interested students.

Cadet Association of the United States Army Company (AUSA)—The Cadet

AUSA Company is a chartered chapter of the national AUSA organization. The purpose of this organization is to encourage and develop the highest levels of patriotism, responsible citizenship, loyalty, and respect for our country and its leadership, and service on campus and in the community.

Campus Life—Campus Life is a student-led nondenominational Christian organization that serves as a means of fellowship and outreach for the Augusta College campus.

Chemistry Club—The Student Affiliates of the American Chemical Society has its goal to foster interest in chemistry and to promote companionship among students majoring in chemistry or related fields. Members of the club are available as tutors.

Choirs—The Augusta College Choir and Chamber Choir are open to all students with tryouts held at the beginning of each quarter. The choirs perform music in many styles, and tour area high schools, surrounding colleges, nearby cities, and occasionally foreign countries.

Circle K International—The world's largest collegiate organization dedicated to service, leadership, and personal development. Circle K is a member of the Kiwanis family. There are nearly 15,000 Circle K'ers worldwide who work together with their counterparts, Key Club in high school and sponsoring Kiwanis Clubs. Circle K's motto is "we build."

College Republican Club—The College Republican Club fosters the development of political skills and leadership abilities among Republican students as preparation for future service to the community.

Concert Bands—The Augusta College Concert Band is open to all qualified students who wish to perform band and wind ensemble music. Quarterly concerts and off-campus tour programs are performed annually.

Delta Chi—Delta Chi Fraternity is a member of the Interfraternity Council, believing that great advantages are to be derived through a brotherhood of college and university men, appreciating that close association may promote friendship, develop character, advance justice, and assist in the acquisition of a sound education.

Drama Guild—The Augusta College Theatre stages one production each quarter, with membership open to all interested stu-

dents. In addition to perfection of acting techniques, students learn set design, makeup technique, and business management.

English Club—The English Club provides an academic, artistic, and social meeting of like minds, and an avenue for a more Socratic relationship with the faculty.

Financial Management Association—The purpose is to assist in the professional, educational, and social development of college students interested in finance, banking, and investments.

Georgia Association of Nursing Students—The Augusta College Georgia Association of Nursing Students is open to all nursing students. The purpose of the organization is to aid in the preparation of student nurses for the assumption of personal, social, and professional responsibilities.

Gospel Ensemble—The purpose of this organization is to spread the gospel through songs and musical instruments on campus and abroad, to promote an interest in Christian singing and music.

History Club—The History Club is open to students majoring or minoring in history, and to all students with an interest in the study of history.

Jazz Ensemble—The Augusta College Jazz Ensemble is open to all AC students interested in promoting jazz and gaining experience by performing. Membership is by audition.

Los Amigos Hispanos (Spanish Club)—The purpose of Los Amigos Hispanos is to stimulate an interest in the language, literature, and culture of Spanish-speaking countries and to foster a deeper understanding of other peoples and international friendship.

Marketing Association—ACMA exists to stimulate interest and encourage scholarship of students studying business and communication curriculums.

Math Club—The Euclidean Society is open to all Augusta College students who are interested in mathematics. The society provides special programs, films, and guest speakers and has as its purpose broadening student interest and knowledge of mathematics.

Media Arts Club—The Media Arts Club promotes involvement in media activities through guest speakers, student projects, and contests.

Omega Xi Epsilon—Omega Xi Epsilon is a social sorority formed to promote academic achievement, campus/community involvement, and lifetime friendships for women of all backgrounds. The group is working toward affiliating with a national sorority.

Phi Beta Lambda—Phi Beta Lambda helps prepare any interested students for careers in business and industry or for careers in business education. The Zeta Psi Chapter participates in campus events, gets involved in community service projects, and competes in business contests at state and national conferences with colleges from across the country.

Phi Kappa Phi—The Augusta College Chapter of Phi Kappa Phi National Honor Society seeks to promote excellence in scholarship at Augusta College. Members are selected on the basis of outstanding academic achievement.

Physics Club—This organization provides opportunities for students interested in science to associate with peers; travel to industries, research centers, other universities; perform research/technical development; and associate with professionals.

Pi Kappa Phi—Gamma Psi chapter of Pi Kappa Phi Fraternity is a secret fraternal organization, whose purpose and aim is to promote fellowship and mutual trust among its members, to uphold the traditions and ideals of the college, to encourage excellence in scholarship, and to inculcate in its members the highest ideals of Christian manhood and good citizenship.

Political Science Club—The Political Science Club, organized and chartered in 1969, is open to all students interested in political science. The club sponsors speakers on various phases of political activity.

Psi Chi—The purpose of the Augusta College Chapter of Psi Chi, the National Honor Society in Psychology, is to encourage, stimulate, and maintain scholarship in the science of psychology. Members are selected from outstanding psychology majors and minors on the basis of academic performance and high personal standards.

Public Relations Association—The purpose of this organization is to enhance the communication education of our students and

to assist the college and community in communication improvement.

Ranger Club—The Ranger Club is open to all students enrolled in a Military Science class and to prospective Military Science students. Its purpose is to enhance leadership development through training in military-related skills and support of campus and community activities. Members of the club are eligible for participation in many adventurous activities throughout the year. Ranger Club members share a strong sense of camaraderie and esprit de corps which are hallmarks of the elite United States Army Rangers.

Rowing Club—The Augusta College Rowing Club, organized in 1988, is a collegiate-level club sport. Members of the club row for fun and skill development, participating in a variety of collegiate regattas.

Science-Fiction/Fantasy Club—The club's purpose is to take a look at science fiction and fantasy as literature, while promoting creative thought.

Sociology Club—The Sociology Club encourages student participation in activities that promote the study of the social aspects of human life.

Student Ambassador Board (SAB)—SAB, organized in 1983, is a select group of students, who have been recommended for membership by AC faculty, administrators, or SAB members. The board provides avenues for student service to the AC Alumni Association and the college, serves as a medium for developing leadership abilities, and provides community diplomacy at AC.

Student Art Association—The Student Art Association promotes the visual arts, supplements classroom instruction, and provides artistic experience.

Student Georgia Association of Educators—The Geraldine Hargrove Chapter of the Student Georgia Association of Educators is an organization open to college students enrolled in programs of preparation for professional certification to teach. It is affiliated with both the Georgia Association of Educators and the National Education Association.

Track and Field Club—The Augusta College Track and Field Club provides interested students with the opportunity to participate in a competitive athletic program.

Organized in 1989, the club endeavors to promote interest in track and field events.

Weightlifting Club—The purpose of this organization is to generate interest in weightlifting, emphasizing its benefits for general health and as a competition sport.

Zeta Tau Alpha—Eta Mu Chapter of Zeta Tau Alpha is a national social fraternity for

women and is associated with the National Panhellenic Conference. The Augusta College chapter has repeatedly received national recognition for excellence.

NOTE: Contact the Office of Student Activities, College Activity Center, second floor, for additional information on the above organizations or assistance in forming a new club.



Information for Undergraduate Students

Undergraduate Programs

Associate of Arts

Major in Core Curriculum

Associate of Science

Major in Core Curriculum

Associate of Science in Nursing

Associate of Applied Science in Criminal Justice

Associate of Applied Science

A joint degree program offered with Augusta Technical Institute.

See pages 64 and 65 for a complete list of areas of study.

Bachelor of Arts

Majors in Art, Communications, Early Childhood Education, Middle Grades Education, English, French, History, Music, Political Science, Psychology, Sociology, Spanish

Bachelor of Business Administration

Concentrations in Accounting, Economics/Finance, General Business, Management, Marketing

Bachelor of Fine Arts

Major in Studio Art

Bachelor of Music

Majors in Music Education, Performance

Bachelor of Science

Majors in Biology, Chemistry, Computer Science, Mathematics, Medical Technology, Physics, Physical Science

Bachelor of Science in Education

Majors in Special Education, Health and Physical Education

ADMISSIONS

The Office of Admissions is eager to assist prospective students. Office personnel are available from 8 a.m. to 7 p.m., Monday through Thursday and 8 a.m. to 5 p.m. on Friday, to provide general information, applications, catalogs, and specific information about college programs and admissions procedures.

Undergraduate applications to Augusta College are considered on an individual basis. After all required data have been received, applicants will be notified by letter of the action taken. Although the University System of Georgia sets certain minimum standards for admission, the individual institutions retain the right to impose additional requirements. Accordingly, the college reserves the right to refuse admission to any applicant who, in its judgment, is not qualified to pursue work at Augusta College. Such a decision may be based on a variety of factors: social maturity, character, or intellectual potential as indicated by previous academic work and appropriate examinations.

Similarly, the college reserves the right to determine the level of admission. Clearly, some students exhibit superior academic achievement and will enter at an advanced level and receive some college credit. Other

students will enter Developmental Studies courses that attempt to provide the experience and counseling designed to aid the student in overcoming his or her academic deficiencies.

Application Materials and Catalog

Candidates seeking admission to the college must file an official application for admission with the Office of Admissions. Applications and materials are free of charge and may be requested by mail, by telephone, or by visiting the office. (There is a detachable Undergraduate Application for Admission form at the end of this catalog.) The mailing address for the Office of Admissions is The Benet House, 2500 Walton Way (10), Augusta, Georgia 30910. Telephone number (404) 737-1405. Students and their families are encouraged to visit the campus.

Application Deadline and Fee

The application form and all supporting documents must be received by the Office of Admissions no later than 30 days before the beginning of the quarter in which the applicant wishes to enroll. A \$10.00 nonrefundable application fee must accompany the application. A high school candidate may submit an application for admission after the junior year is completed.

Because additional time is required for processing, international student applicants are encouraged to apply well in advance of the application deadline. A student who does not register in the quarter for which he is admitted and who wishes to attend a later quarter should inform the Office of Admissions at least 30 days prior to the desired quarter of entrance. If one year has expired since the initial application and the student has not yet attended, it will be necessary to re-apply.

Documents Required for Admission

It is the responsibility of the applicant to request that official documents required for admission be sent directly from the previous institutions to the Office of Admissions. Doc-

uments that have been in the hands of the applicant, such as student copy transcripts or letters, grade reports, diplomas, or graduation lists are not official. The documents must be issued and mailed directly by the registrar of the previous institution(s) in a sealed envelope. These documents become a part of the applicant's permanent record and will not be returned. Candidates are considered when all required documents have been received. Notification of acceptance is by mail.

The Office of Admissions needs the following:

1. Official Application Form. A candidate seeking admission must file an official undergraduate application for admission prior to the specified deadline. An application may be obtained from the Office of Admissions and local high schools. Care should be taken to read the directions accompanying the application and provide all information requested. An incomplete application will cause delay and may be returned to the candidate.
2. A \$10 Nonrefundable Application Fee. This processing fee is required with all undergraduate applications.
3. Official Transcript(s) of Courses Completed. A freshman candidate should ask his or her guidance department to send an official copy of the secondary school record. A transfer candidate should ask the registrar from each accredited college attended to send an official transcript of grades (a separate transcript from each college). A holder of a GED certificate must request that an official score report be sent to the Augusta College Admissions Office.
4. Scholastic Aptitude Test (SAT) or the American College Testing Program (ACT) scores. A freshman candidate is required to submit SAT scores of the College Entrance Examination Board (CEEB) or the ACT score of the American College Testing Program. A holder of the GED certificate is also required to submit SAT or ACT cores. A transfer candidate who has attempted fewer than 30 quarter hours (18 semester hours) also must submit SAT or ACT results. The CEEB college code number assigned to Augusta College is

5336. For information concerning test dates and centers, consult your high school or college guidance office.

When an applicant is accepted to the college, a final transcript is required and must be received by the Office of Admissions before the acceptance is final.

Freshman Admission Requirements

Every applicant for freshman admission must be a high school graduate or the equivalent. Applicants with GED certificates must present scores that meet the requirements for the State of Georgia. High school students who receive a "Certificate of Attendance" do not satisfy the graduation requirement. In addition, to gain regular admission to the college, the applicant must have completed the entire College Preparatory Curriculum (CPC) in high school. The required CPC is listed below:

High School Course	Units Required
English	4
Mathematics	
Algebra	2
Geometry	1
Science	
Physical Science	1
Two Lab Courses	2
Social Science	
American History	1
World History	1
Economics & Government	1
Foreign Language	
The same foreign language	2

Applicants who fail to satisfy the College Preparatory Curriculum and are admitted to the college will be required to complete at least one college course in each area of deficiency. In the case of students who have completed no high school foreign language, two college courses in the same foreign language will be required. No credit earned in these courses will be applied to the requirements of the college degree.

In the determination of eligibility for freshman admissions, the most important consideration is the Predicted College Average. This average represents the academic average

that the freshman applicant is predicted to earn at Augusta College. The Predicted College Average is determined by a formula which uses two variables: the high school average computed on academic courses, and SAT scores. Of these two variables, the high school average is the more important and has more weight in the formula. The prediction formula is validated each year to reflect the characteristics and achievements of the entering class of the previous academic year.

The Predicted College Average Formula for 1990-91

$.0018(\text{SATV}) + .0014(\text{SATM})$
 $+ .4946(\text{HSA}) - .3817 = \text{Predicted College Average}$

Specific Requirements for Regular Freshman Admission

1. Applicant must have a Predicted College Average above 2.00 (on a 4.00 scale).
2. Applicant must have an SAT Verbal score of 350 + and an SAT Math score of 350 + or comparable ACT scores.
3. Applicant must have completed the College Preparatory Curriculum (CPC) in high school.

Freshman applicants who show potential but fail to satisfy any one of the requirements above will be required to take a diagnostic examination at the College, the College Placement Examination (CPE). The Office of Admissions will notify the applicant by mail as to the specific date and time of the College Placement Examination. If this examination indicates the applicant does not have adequate preparation for regular admission to the college, he or she will be offered admission into the Developmental Studies Program. In instances where diagnostic testing indicates the applicant will not be benefited by the Developmental Studies Program, the applicant will be denied admission.

Life Enrichment Student

A life enrichment student is an adult student admitted to the College. He or she may attend full-time or part-time and is subject to the

same academic standards as a regularly admitted student.

Although the American College Test (ACT) or the Scholastic Aptitude Test is not required for admission, the College Placement Examination (CPE) will be required for admission consideration. The test results will assist the student and his counselor in making appropriate course selections. Each applicant for admission as a life enrichment student must satisfy the following admission requirements: (1) file a completed application form, (2) be a high school graduate or the equivalent, (3) have not attended high school or college within the past five years, and (4) must not have earned more than 19 quarter hours or the equivalent of prior college experience.

Transfer Admission Requirements

An applicant who has previously attended a regionally accredited institution of higher education is considered a transfer student. In general, the primary factor in the admissions decision for a transfer applicant is the academic average at the former regionally accredited institution(s). In addition, under University System Board of Regent's policy a transfer applicant cannot be considered for admission unless the transcript of the college or university last attended shows *honorable discharge* or unless the officials of the institution last attended *recommend* the applicant's admission. If two or more calendar years have elapsed since the applicant's dismissal from the last college or university attended, Augusta College may review the application according to its normal procedures.

For unconditional admission to the college, the transfer applicant must have an overall grade-point-average of 2.00 (on a 4.00 scale). A transfer applicant may be admitted on a *one quarter* probationary basis, however, if he presents an overall grade-point-average that conforms to the scale below:

Qtr. Hrs. Attempted	Cumulative GPA
0-24	no minimum
25-44	1.3
45-89	1.6
90-134	1.9
134 +	2.0

A transfer applicant who has *attempted* fewer than 30 quarter hours (18 semester hours) or regular credit work must also satisfy Freshman Admission Requirements. In addition, the transfer applicant whose only attendance has been at a regionally accredited technical college in a "Non-College Transfer Program" is considered a freshman applicant and must satisfy freshman admission requirements.

Evaluation of Transfer Credit

An evaluation of transferable credits is made by the Registrar's Office after **all** complete and official transcripts have been received for **each** college previously attended. The basic policy regarding the acceptance of courses by transfer is to allow credit for courses completed with satisfactory grades in other accredited colleges provided the courses correspond in content to courses offered at Augusta College. Additional validation may be required for courses taken at another institution that were previously completed with a penalty grade at Augusta College. In addition, credit earned at accredited technical colleges will not transfer unless the credit was earned in a designated college transfer program.

International Student Requirements

Special information and application materials for the international student may be obtained upon request from the Office of Admissions. In addition to satisfying the regular requirements for admission as a freshman or a transfer student, an international candidate must provide documented evidence of adequate financial support to meet educational and personal expenses and demonstrate adequate oral and written proficiency in English.

The international student is required to take the Test of English as a Foreign Lan-

guage (TOEFL). A minimum total score of 550 is required for admission consideration.

Because additional processing time is required, the international student should submit the application and all supporting documents at least ninety (90) days prior to the desired quarter of entrance. All correspondence to the college should be sent air mail, and non-English educational certificates and diplomas should include English translations. The Certificate of Eligibility (Form I-20) cannot be forwarded to the international applicant until an offer of acceptance has been extended.

Admission as a Non-Degree Student

A non-degree student is a classification reserved for the student interested in enrolling at Augusta College for credit without pursuing a college degree. The non-degree student may be a transient student, or a special student.

Transient Student

A transient student is a degree candidate at another institution who is granted the privilege of temporary registration at Augusta College for up to two quarters of consecutive enrollment. The student may renew his or her status for additional enrollment periods by submitting written approval from his or her home institution and notifying the Augusta College Admissions Office at least 30 days prior to the scheduled registration for the next enrollment period.

Each applicant for admission as a transient student must (1) file a completed application form, and (2) submit a letter confirming good standing from the registrar of the college in which he or she is matriculated.

Special Student

A special student is not a degree candidate at Augusta College or at another educational institution. A candidate for this type of limited enrollment seeks instruction in particular courses for personal or professional purposes. This classification may include post-

baccalaureate, post-graduate, and audit students.

Each applicant for admission as a special student must (1) file a completed application form, (2) provide evidence of satisfactory past academic work at the secondary or post-secondary level, and (3) satisfy all other admission requirements as determined by the Office of Admissions.

Former Student Readmission

A former Augusta College student's record remains active for two calendar years since his last period of enrollment or since the last quarter his application for readmission was approved. A former student who has not been enrolled during the last two calendar years or filed an application for readmission during this time must file a Former Student Application Form with the Office of Admissions (provided he has not attended another regionally accredited college or university since his last period of enrollment at Augusta College). While there is no application fee required, the former student application should be filed at least 30 days prior to the desired quarter of entrance. The application form may be obtained by calling or visiting the Office of Admissions. In order to determine degree requirements as a returning student, see page 61.

Enrichment and Acceleration Opportunities

Early Admission

Under exceptional circumstances, a high school student may be admitted to Augusta College at the end of his or her junior year. This enrollment is available to the student who demonstrates both academic and social readiness for college. To be eligible for admission consideration, the student must have:

(1) an overall "B" high school average in academic courses from grades 9-11,

(2) a combined SAT score of 1000 or higher with no score below 410,

(3) an on-track completion of the College Preparatory Curriculum (CPC),

(4) a written recommendation from the high school principal

(5) a letter of consent from the parent or legal guardian

(6) a personal interview with a college admissions officer

Summer Scholars Program

A qualified high school junior may attend Augusta College during the summer between his or her junior and senior years in high school. The student attends classes with regular Augusta College students and full college credit is awarded for courses taken.

An applicant for this program must satisfy the same admission guidelines as the early admissions applicant.

Joint Enrollment

A qualified high school student may enroll for college courses while completing his or her final year of high school. This type of enrollment is primarily designed to provide the opportunity to take courses not available in the high school curriculum. To be eligible for admission consideration, the student must have completed the junior year of high school and, in addition, have:

(1) an overall "B" high school average in academic courses in grades 9-11,

(2) a combined SAT score of 1000 or higher

(3) an on-track completion of the College Preparatory Curriculum (CPC),

(4) a written recommendation from the high school principal

(5) a letter of consent from the parent or legal guardian

(6) a personal interview with a college admissions officer

If both SAT part scores are above 410, a student accepted into this program will be permitted to enroll in any course for which he is prepared. If, however, only one part is above 410, the student will be permitted to take courses only in that field or fields. Under no circumstance will a jointly enrolled student be permitted to enroll in Developmental Studies courses.

Admissions Notification

An applicant to the college will be notified by letter as to the conditions of acceptance. Included in the same mailing will be orien-

tation and registration dates and the name of the faculty advisor. When an applicant has been accepted on an unofficial or incomplete transcript, a final and official transcript is required before the admission is final. If this information has not been received by the day of registration, an applicant may register on a conditional basis for one quarter only. Registration for the succeeding quarter will not be permitted unless the required document has been received.

Under certain conditions, the college may release admissions decisions to high schools and colleges.

Advanced Placement

A qualified student who has taken college-level work in secondary schools may receive academic credit. Examinations used to determine advanced placement are the Advanced Placement Test of the College Entrance Examination Board and The Achievement Tests in English Composition and Intermediate Mathematics (Level 1). A final determination of credit is made after results have been evaluated by the college.

For additional information, contact the Testing Office. The Testing Office will keep an updated list of tests available for advanced placement.

Credit by Examination

College credits are traditionally earned through attendance in scheduled classes. However, some courses are amenable to credit by examination. A student who wishes to challenge a regularly listed course should consult with the Testing Office. The Testing Office will keep an updated list of tests available for credit by examination.

A student currently enrolled who presents satisfactory evidence that he or she is qualified in a particular subject may receive credit for a course by an examination approved by the appropriate instructional department, or through the College Level Examination Program (CLEP). Satisfactory evidence may be, but is not limited to, work experience, non-credit courses, course work taken at non-accredited institutions, or military courses.

A student may take challenge examinations before enrolling, but will receive credit for courses challenged only after successfully

completing ten quarter hours at Augusta College. Courses in which a student is or has been enrolled may not be challenged, and courses which require demonstrations and application of skills (practicums, laboratory sciences, and courses requiring field work or performance, for example) may be challenged only with the permission of the chairperson of the department offering the course.

Credit by examination is listed as such on the transcript along with the course number, title, and hours of credit; however, no grade is assigned and the credit is not included in computing the Grade Point Average. Credit by examination is limited to 15 quarter hours in a discipline and 45 quarter hours in the college.

Biology:

The student presenting a score of 570 on the CEEB Achievement Test in Biology qualifies for a laboratory examination, and upon satisfactory completion of this examination will be awarded ten hours credit for Biology 101 and 102.

Satisfactory performance on the Advanced Placement Test also is acceptable for the award of credit. If a student wishes such credit for Biology 101 and 102, he or she should see the department chairman.

A qualified student who presents a score of 57 on the PEP Anatomy and Physiology Test, and scores satisfactorily on a departmental laboratory examination in that area, will receive 10 hours credit for Biology 111 and 112.

The student presenting a CLEP General Examination Natural Science test score, at the fiftieth percentile or higher according to the most recent national norms, and a scaled subscore of 50 on the Biological Sciences subtest of that area, will receive general elective credit of five hours in Biology (non-laboratory).

English:

The student with demonstrated ability in English is invited by the Department of Languages and Literature to register for English 111, an honors course in Freshman English. English 111 combines the course work of English 101 and 102 and carries ten quarter hours credit. The decision to invite the student is based on the student's scores on the College Entrance Examination Board

(CEEB) Achievement Test in English and the Scholastic Aptitude Test, Verbal, and on demonstrated writing ability. Minimum combined score on the tests is 1150.

A student eligible for the College-Level Examination Program (CLEP) who scores at the fiftieth percentile or higher, according to the most recent national norms on the CLEP General Examination in English Composition, will be permitted to write two essays, written under examination conditions, which will be commonly graded by a minimum of four faculty. A Satisfactory Performance on this test will result in credit for English 101.

A qualified student who presents a letter grade of "C" or better on the American College Testing - Proficiency Examinations Program (PEP) - Shakespeare test will earn five quarter hours for English 455.

A student who scores at the fiftieth percentile, or higher, according to the most recent national norms on the Humanities test of the CLEP General Examinations will receive credit for Humanities 323 (five quarter hours). A student who scores 50 or higher on both scaled subscores receives credit for Humanities 222 and 323 (ten quarter hours).

Mathematics:

A freshman student who has a combined score of 1200 or better on the CEEB-SATM and the CEEB Mathematics Level I Achievement Test and who has a 3.0 high school average and a course in trigonometry may receive advanced standing credit in mathematics by registering for MAT 109, or MAT 201 or MAT 122 and, if the first grade earned for the course is "C" or better, receive five hours advanced standing credit for MAT 115. The student's degree program will determine the appropriate option.

The qualified student who presents a score at the fiftieth percentile or higher, according to the most recent national norms on the CLEP General Examination in Mathematics, will be granted five hours elective credit in mathematics. (This elective credit is not to be used to satisfy Core Area II requirement.) Those presenting a scaled score of 50 or greater on the CLEP Subject Examination in College Algebra will earn five hours for Mathematics 107.

Physical Science:

A qualified student presenting a score at the fiftieth percentile or higher, according to the most recent national norms on the Natural Science Test of the CLEP General Examinations, and a scaled score of 50 on the Physical Science subtest, will receive five hours general electives credit (non-laboratory) in Physical Science.

Social Science:

A student presenting a score at the fiftieth percentile or higher according to the most recent national norms on the CLEP General Examination in Social Science will be granted five quarter hours general elective credit in Social Science.

A student presenting a CLEP Subject Examination in General Psychology scaled score of 50 will receive five quarter hours for Psychology 101.

A student presenting a scaled score of 50 on the CLEP Subject Examination in Human Growth and Development will receive five quarter hours credit for Psychology 311.

A student presenting a scaled score of 50 on the CLEP Subject Examination, American History I: Early Colonization to 1877 will receive five quarter hours credit for History 211.*

A student presenting a scaled score of 50 on the CLEP Subject Examination, American History II: 1865 to the Present, will receive five quarter hours credit for History 212.*

A student presenting a scaled score of 50 on the CLEP Subject Examination, Western Civilization I: Ancient Near East to 1648, will receive five quarter hours credit for History 115.

A student presenting a scaled score of 50 on the CLEP Subject Examination, Western Civilization II: 1648 to the Present, will receive five quarter hours credit for History 116.

A student presenting a score of 50 on the PEP, African and Afro-American History Test, will receive five quarter hours credit for History 376.

A student presenting a scaled score of 50 on the CLEP Subject Examination, American Government test, will receive credit of five quarter hours for Political Science 101.*

*Credit granted by examination does not satisfy the Georgia State Legislative Require-

ments regarding the history of Georgia or its constitution.

ACADEMIC REGULATIONS

The academic programs of Augusta College are offered through the School of Arts and Sciences, the School of Business Administration, and the School of Education.

The School of Arts and Sciences consists of 11 academic departments; the School of Education, two. The School of Business Administration consists of three education divisions.

The dean of each school is responsible for all of his or her respective academic programs. These programs and the individual courses that comprise them are described in subsequent sections of this catalog.

The Augusta College faculty is responsible for the curriculum. From time to time, the curriculum may be changed when the faculty believes that a change is in the best interest of the student. Recommendations for such changes can originate with any one of a number of key faculty committees. Committees with curricula responsibilities have student representation.

When a student registers at Augusta College, he accepts the official academic regulations.

The student is expected to follow the program outlined by his school or department and should do sufficient planning, in consultation with his faculty advisor, to avoid scheduling difficulties which may impede his normal academic progress.

The student should plan his program so as to meet the core curriculum, graduation, and major and minor requirements.

Student Records

Permanent academic records are maintained by the Registrar in the Office of Student Records located on the main floor in Payne Hall. Under the provisions of the Family Educational Rights and Privacy Act of 1974 (often referred to as the "Buckley Amendment"), a student attending a post-secondary educational institution may examine his permanent record maintained by the institution to assure

the accuracy of its contents. This Act also provides that no personally identifiable information will be released to any party not authorized to have access to such information without the written consent of the student.

Unit of Credit

Augusta College is organized on the quarter system. Each of the three quarters in the regular session covers a period of approximately 11 weeks, which includes 10 weeks of instruction. The summer session is 8 weeks.

The quarter hour is the unit of credit in any course. It represents a recitation period of one fifty-minute period a week for a quarter. A course meeting five periods a week would thus give credit of 5 quarter hours when completed satisfactorily. For credit purposes, two laboratory or activity periods are counted as the equivalent of one recitation class period.

A student may not receive additional hours of credit if he repeats a course in which he has already earned credit.

Student Load

The normal course load of a full-time student is 15-17 quarter hours. A student should carefully consider the advisability of taking an overload; he or she should not attempt to do so solely for financial reasons.

A student wishing to schedule up to, but no more than, 19 quarter hours may use regular registration procedures, which include approval of the course schedule by the academic advisor.

A student required to take remediation due to Regents' Testing Program policies may not take an overload.

A student may **preregister** for more than 19 quarter hours only if:

- (1) he or she has an institutional grade point average of 3.25 overall at Augusta College, or
- (2) he or she is within 40 quarter hours of graduation (20 quarter hours for associate degree candidates) at the **beginning of**, but not including, the quarter of current enrollment.

A student may **register** for more than 19 quarter hours if:

- (1) he or she has an institutional grade point average of 3.00 overall at Augusta College, or
- (2) he or she is within 40 quarter hours of graduation (20 quarter hours for associate degree candidates).

In certain cases a student may be granted permission by his or her dean to schedule an overload even though he or she is not eligible under the above conditions.

Augusta College - Paine College Co-enrollment

Augusta College and Paine College offer co-enrollment for students who want courses that are not offered at the student's home institution during a given quarter or for students who have schedule conflicts that may be resolved by co-enrollment.

A student who is enrolled at one institution for the equivalent of at least ten quarter hours of course work may enroll for five or more quarter hours of course work at the other institution.

Applications for co-enrollment should be submitted to the other institution at least two weeks prior to the scheduled registration date and are available from the Registrar's Office at Augusta College.

The student will pay all fees required of a full-time student at the home institution.

A student who wishes to register for an overload must satisfy the overload requirements of the home institution.

Augusta College Transient and Co-enrolled Students

An Augusta College student must be in good standing and must obtain prior approval to enroll in any and all credit courses at any other institution as a transient or co-enrolled student. This prior approval of each course must be obtained from the Augusta College department or school that offers a course most comparable to the one that will be taken elsewhere.

A student who has attempted a course at Augusta College and received a penalty grade in that course may not take the course as a transient or co-enrolled student at another in-

stitution. (Penalty grades include F's, and WF's in all courses, and D's, F's and WF's in English 101, English 102, and major and minor courses.)

A statement granting permission to attend another accredited institution will be provided by the Augusta College Registrar after department or school approval has been obtained.

Auditors

A student who has been admitted to Augusta College may be permitted to enroll in credit courses as an auditor on a non-credit basis. However, a student may not change his status from credit to audit or vice versa during the course. Credit may not be earned in courses taken as an auditor except by re-enrollment for credit in, and completion of, the course with a satisfactory grade.

An auditor is assumed to be seriously interested in courses that he audits. Therefore, a student enrolled as an auditor is expected to attend class regularly and perform such other tasks as may be assigned by the instructor. An auditor who does not attend regularly will be dropped from the class with a grade of "W".

Student Classification

For the purpose of class organization, a student is classified on the basis of number of quarter hours of academic credit earned at the time of registration as follows: Freshman, 0-44; Sophomore, 45-89; Junior 90-134; Senior, 135 or more.

Course Changes

Courses may be dropped and/or added only upon the approval of the student's faculty advisor. Course changes are not to be made at the whim of the student. In the case of the course changes, the student must initiate an "Add-Drop" form which can be obtained from his academic advisor's office.

The last day for late registration, as given in the college calendar, shall be the last day a student may enroll in a class.

Substitution of Courses

Each student is responsible for following the requirements of his selected program as specified in the catalog and in accordance with the regulations of the catalog. Variations in course requirements are permitted only upon petition and the written approval of the chairman of the department responsible for the required course and the appropriate dean. Variations from course requirements are approved only under exceptional circumstances and only in cases where courses of the same academic value and type can be substituted.

Grading System

Grade	Grade Points
A	Excellent4.0
B	Good3.0
C	Satisfactory2.0
D	Passing1.0
F	Failure0.0
WF	Withdrew, failing.....0.0

The following symbols are used in the cases indicated, but are not included in the determination of the grade point average:

- I Incomplete—Student doing satisfactory work, but unable to meet the full requirements of the course because of non-academic reasons. The maximum time for completing course work to remove an I is one quarter; otherwise, the I will be automatically changed to F.
- W Withdrawal, without penalty—The W will be assigned if the student officially withdraws from the course at midterm or before unless the student has been charged with academic dishonesty. A grade of WF will be assigned after midterm unless the student withdraws because of non-academic hardship and has a passing average at the time of withdrawal.
- S* Satisfactory—Indicates satisfactory completion of degree requirements other than academic course work.
- U* Unsatisfactory—Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work.

V Audit—Indicates that the student was enrolled in the course as an auditor. Students may not transfer from audit to credit status or vice versa.

K Credit by examination.

NR Not reported—Indicates that the grade was not reported.

*These symbols are used for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs, and the following courses:

ANT 496	Undergraduate Internship
ART 496	Undergraduate Internship
BUS 496	Undergraduate Internship
CHM 496	Undergraduate Internship
CSC 496	Undergraduate Internship
ECN 496	Undergraduate Internship
EDU 433	Student Teaching - Early Childhood
EDU 434	Student Teaching - K-12
EDU 435	Student Teaching - Middle Grades
EDU 436	Student Teaching - Secondary Education
EDU 437	Practicum with Educable Mentally Retarded
EDU 439	Practicum with Trainable and Severely Mentally Retarded
EDU 491	Seminar in Education - ECE
EDU 492	Seminar in Education - MG
EDU 493	Seminar in Education K-12
EDU 496	Undergraduate Internship
ENG 211	Debate and Forensics
ENG 496	Undergraduate Internship
HIS 496	Undergraduate Internship
JRL 201	Practical Journalism I
JRL 202	Practical Journalism II
JRL 203	Practical Journalism III
MAT 496	Undergraduate Internship
MUS 195	Recital Laboratory
MUS 496	Undergraduate Internship
PHY 496	Undergraduate Internship
PCS 496	Undergraduate Internship
POL 496	Undergraduate Internship
PSY 496	Undergraduate Internship
SOC 496	Undergraduate Internship
SOW 358	Field Placement - Phase I

SOW 496 Undergraduate Internship
SP 496 Undergraduate Internship

Course Repeat Policy

Effective Spring Quarter 1989, an undergraduate student may repeat any course taken at Augusta College and the grade earned (except for W or V) will replace the previous grade in computation of the **institutional grade point average**. The institutional grade point average is used only for suspension, probation, and graduation requirements at Augusta College and only applies to courses taken at this institution.

Developmental Studies Grading System

Quality points are not computed for Developmental Studies courses. No degree or graduation credit is earned in Developmental Studies courses, though institutional credit is awarded if a satisfactory grade is earned. (See section under Developmental Studies Students on page 55 for more details.)

Withdrawal From Class

The responsibility for initiating a withdrawal resides with the student. The student must consult with his instructor and his academic advisor before a withdrawal is considered complete. Forms for initiating a withdrawal may be obtained from the Office of Student Records. An instructor may withdraw a student for excessive absence. (See Class Attendance below for attendance policies and undergraduate Grading System above for grading policy upon withdrawal.) A student loses all privileges of class attendance upon withdrawal from the class.

Class Attendance

The resources of Augusta College are provided for the intellectual growth and development of the students who attend. A schedule of courses is provided for the students and faculty to facilitate an orderly arrangement of the program of instruction. The fact that classes are scheduled is evidence that attendance is important and students

should, therefore, maintain regular attendance if they are to attain maximum success in the pursuit of their studies.

It is recognized that the degree of class attendance may vary with the student, the professor, or the course. It is also recognized that, on occasions, it may be necessary for the student to be absent from scheduled classes or laboratories for personal reasons. On such occasions, all matters related to student's absences, including the making up of work missed, are to be arranged between the student and the professor.

All professors will, at the beginning of each quarter, make a clear statement to all their classes regarding their policies in handling absences. Professors will also be responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each course professor.

A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors. A student should also understand that he or she is responsible for the academic consequences of any absences.

After the equivalent of one week of absences from a class, regardless of cause, the student is subject to being dropped from the class by the instructor. A student so withdrawn may appear before a board of review appointed by the Academic Policies Committee for reinstatement. In the event a student is reinstated, he or she is fully responsible for making up all work missed while the case was pending.

Grade Changes

Any grade changes must be accomplished within the quarter immediately following the quarter in which the grade was originally reported.

Graduation With Honors

Excellence in academic work is recognized at graduation by the award of honor rank in general scholarship. The cumulative grade

point average is used in the awarding of academic honors. A student who averages 3.85 or more is graduated SUMMA CUM LAUDE; one who averages 3.65, but less than 3.85, is graduated MAGNA CUM LAUDE; and one who averages 3.50, but less than 3.65, is graduated CUM LAUDE. This distinction of high academic achievement is placed on the student's diploma and is noted on the permanent record.

A student who has transferred to Augusta College is eligible to graduate with honors only if the grade point average for his or her entire college career meets one of the above requirements and the student has completed at least half of his or her courses in residence.

Deans' Lists

The Deans' Lists for the School of Business Administration, the School of Education, and the School of Arts and Sciences are compiled quarterly for undergraduate students. To qualify for this academic honor, a student must (1) earn ten (10) or more quarter hours of undergraduate course work numbered 100 or above, exclusive of K grades, (2) achieve a grade point average of 3.66 for the quarter, and (3) receive no grade of I, F, or WF during the quarter.

Credit for Non-Traditional Studies

Non-traditional studies are defined as studies other than those taken in the normal college or university classroom situation. Correspondence courses, military courses, and courses taken through the United States Armed Forces Institute are examples.

Determination of whether college credit will be awarded for non-traditional studies is made by the appropriate academic dean. An examination may be required to validate knowledge gained before credit is awarded. Questions concerning the type of credentials to be submitted in support of requests for credit should be directed to the Admissions Office.

Student Grievances

The policy for consideration of student grievances of an academic nature can be found in the Augusta College Student Handbook.

Academic Standing

Determination of academic standing is based upon a student’s cumulative grade point average. The grade point average is computed by dividing the number of hours attempted at Augusta College in which a grade of A, B, C, D, F or WF has been received into the number of grade points earned on those hours. In addition, students on probation or suspension must take into consideration any transfer hours attempted as outlined below in the discussion of “credit level.”

Academic Probation

Students who earn an institutional grade point average of less than 2.00 will be placed on academic probation. Students on probation may continue in attendance provided they meet the following minimum requirements based on “credit level.” The “credit level” is the total hours attempted at Augusta College plus all transfer credit hours plus all credit hours based on approved examination programs.

Credit Level	Required Minimum	
	Quarterly GPA	Cumulative GPA
25 - 44	2.0	1.3
45 - 89	2.0	1.6
90 - 134	2.3	1.9
above 134	2.3	2.0

Suspension

Students who are on probation and fail to meet the requirements specified above will be suspended. The time of the suspension will be a minimum of one quarter for the first suspension, two quarters for the second suspension, and four quarters for all suspensions thereafter.

Reinstatement of Suspended Students

After the mandatory period has passed, students suspended for academic deficiencies may be considered for reinstatement by petitioning the dean of the appropriate school. The petition must be submitted in writing to the dean at least thirty days prior to the desired quarter of reinstatement. Appeals for reinstatement after the third and all subsequent suspensions must also be approved by the Vice President for Academic Affairs.

If circumstances warrant, the dean or vice president may require special testing and successful completion of all or a part of the Developmental Studies program as a condition of reinstatement.

Having appealed and been reinstated according to the above procedure, should the student again fail to meet the probation requirements, the student will be suspended. Normally a student will not be reinstated after the fourth suspension.

Developmental Studies Students

A student in the Developmental Studies Program who is permitted to take regular credit courses is subject to the above regulations concerning probation and suspension. However, these regulations do not apply to quarter hours of “institutional credit” attempted or earned.

1. During each quarter of enrollment, all Developmental Studies students, including those attending part-time, must first register for all required Developmental Studies courses before being allowed to register for other courses. Two exceptions are possible:
 - a. When two or three Developmental Studies courses are required and a student is enrolled in at least one Developmental Studies course, up to two hours credit may be taken that quarter instead of a required Developmental Studies course; those two hours may only be selected from freshman orientation (ACO100 or COS099), physical education (PED), military science (MIL), or music (MUA or MUS).

- b. In the event that a required Developmental Studies course is not offered, a student may enroll in a course for degree credit if the student has met the course prerequisites, subject to the written approval of the Dean of Arts and Sciences and the Chairman of Developmental Studies. No exceptions shall be made regarding prerequisites.
 2. Until individual Developmental Studies requirements have been satisfied, students will not be permitted to take credit courses which assume the content or the skills of a student's required Developmental Studies courses as prerequisites:

MAT 098 and 099 are prerequisites for MAT 107, ENG 098 and 099 are prerequisites for ENG 101, RDG 098 and 099 are prerequisites for ENG 101.

In addition, students who are enrolled in RDG 098 may enroll only in the following credit courses:
MAT courses, PSY 245, SWK 111, ACO 100, all 100-level MUA (Applied Music) courses, ART 102, ART 103, ART 131, MUA 105, MUS 111, MUS 112, MUS 125, MUS 126, MUS 127, MUS 195, MUS 171, MUS 173, MUS 174, MUS 233, MUS 361, MUS 362, MUS 363, MUS 364, MUS 365, MUS 366, all 100- and 200-level MIL (Military Science) courses, all physical education activity courses (including PED 191), SOC 103, SOC 221.

Students enrolled in RDG 099 may enroll in the courses listed above **and** in:
SOC 101; ANT 101, 201.
 3. A student may not accumulate more than thirty (30) hours of academic credit before completing all Developmental Studies requirements. A student who accumulates thirty (30) hours of academic credit, and has not successfully completed required Developmental Studies courses, may enroll only in Developmental Studies courses until requirements in Developmental Studies are successfully completed.
4. Students who do not complete the requirements for passing each required area of Developmental Studies after a maximum of (4) attempts per area will be declared ineligible to continue in the program and will be excluded from the institution. An attempt is defined as a quarter in which a student receives any grade or symbol except "W".
5. No degree credit is earned in Developmental Studies, though institutional credit is awarded. Time spent in Developmental Studies course work is cumulative within the system, as is the number of attempts per area. Students with transfer credit or credit earned as a certificate student may be granted up to a total of four attempts at an area of Developmental Studies.
6. The following grade symbols are used in Augusta College's Developmental Studies program:
 - S = satisfactory (passed coursework, passed institutional requirement, passed Collegiate Placement Examination (CPE))
 - IP = work in progress (passed coursework, passed institutional requirement, failed (CPE))
 - U = unsatisfactory (failed coursework, ineligible to attempt institutional requirement, ineligible to attempt CPE; or withdrew after midterm)
 - W = withdrawal before midterm (not counted as an attempt)
 - V = audit (volunteer enrollment only)
7. Students enrolled in both Developmental Studies and credit courses may not withdraw or be withdrawn from a Developmental Studies course unless they also withdraw or are withdrawn from all courses, and must have advisor approval for all course changes.

Academic Honesty

In an academic community, honesty and integrity must prevail. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and pres-

ervation of honesty must be equally assumed by all of its members.

Definition

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others. In general, academic honesty excludes:

1. Cheating on an examination of any type: giving or receiving, offering or soliciting information on any examination. This includes the following:
 - a. Copying from another student's paper.
 - b. Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.
 - c. Collaboration with another student during an examination.
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any other material purported to be the unreleased contents of an upcoming examination, or the use of any such material.
 - e. Substituting for another person during an examination or allowing such substitution for oneself.
 - f. Bribery of any person to obtain examination information.
2. Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgment should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
3. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work or in laboratory work offered for evaluation and credit, unless such collaboration is specifically approved in advance by the instructor.

4. Credential misrepresentation is the use of false or misleading statements in order to gain admission to Augusta College. It also involves the use of false or misleading statements in an effort to obtain employment or college admission elsewhere, while one is enrolled at Augusta College.

Faculty Responsibility

It is the duty of the faculty to practice and preserve academic honesty and to encourage it among students. The instructor should clarify any situation peculiar to the course that may differ from the generally stated policy. He should furthermore endeavor to make explicit the intent and purpose of each assignment so that the student may complete the assignment without unintentionally compromising academic honesty. It is the responsibility of the faculty member to provide for appropriate supervision of examinations.

Student Responsibility

It is the duty of the student to practice and preserve academic honesty. If the student has any doubt about a situation, he should consult with his instructor.

Procedures

Upon encountering a violation of academic dishonesty by a student, a faculty member should:

1. Confront the student and make the charges known.
2. Discuss the matter thoroughly with the student so that each position is clearly delineated.
3. Decide what action is appropriate.
4. Remind the student to refer to the Appeal Procedure outlined below.

If the action is less severe than a "WF" for the course:

5. Report the violation and the action taken to the chairperson of the department in which the violation occurred, who will then report the matter to the Dean of that School.
6. Decide whether the incident shall be made part of the academic dishonesty file in the office of the Vice President for Academic Affairs.

If a “WF” for the course:

5. Notify the Dean of the School through his/her departmental chairperson and initiate a “WF” withdrawal form. At this point, the matter shall be reviewed by a departmental committee, the chairperson, or the Dean.
6. If those reviewing the matter do not agree with the interpretation of the evidence or with the action taken by the faculty member, they may ask him/her to reconsider. After reconsidering the matter, the faculty member may stand by the original decision and forward the “WF” withdrawal form to the Dean.
7. If those reviewing agree with the faculty member, the withdrawal form shall be forwarded to the Dean.

The Dean shall:

1. Review each faculty member’s recommendation for a “WF” for the course, check the academic honesty status of the student via the academic dishonesty file, and either let the “WF” stand or make some other recommendation. The final decision shall be made by the faculty member.
2. If the “WF” is to stand, the Dean shall send the withdrawal form to the Registrar and request the Vice President for Academic Affairs to enter the violation in the academic dishonesty file.
3. Notify the student in writing of the action taken, remind the student of his/her right to appeal as outlined below, and inform the student that if he/she plans to appeal, the appeal must be filed within three (3) calendar days.
4. Notify the involved faculty member in writing of the action taken.

The Vice President for Academic Affairs shall:

Upon a student’s second offense requiring a “WF” for a course, expel the student from Augusta College and direct the Registrar to enter the phrase “Ineligible to Register” on the student’s permanent record. Maintain the academic dishonesty file so that all appropriate administrators have access to the record of violations but also so that the

student’s rights to limited access shall be safe-guarded.

Appeal Procedure

Should the student desire to appeal the decision for punitive action, he shall notify the appropriate Dean, who will ask the Academic Policies Committee to arrange a hearing before a formal Board of Review.

Composition of the Board

- A. The Academic Policies Committee will convene a Board of Review, hereinafter referred to as the Board.
- B. No party to the dispute shall be a member of the Board.
- C. The Board shall consist of five to seven (5-7) members of the administration, faculty, and student body of Augusta College, one of whom will serve as the chair.
- D. Each party must stipulate as acceptable one-half of the Board’s composition, exclusive of the chair, who will be acceptable to both parties.

Duties and Responsibilities of the Board

The Board shall:

- A. Determine the time, place, and conduct of the hearings.
- B. Initiate hearings within twenty-one (21) days of the filing of the written statement by the aggrieved party with the office of the appropriate Dean.
- C. Give written notice to both parties at least seven (7) days prior to convening and hearings.
- D. Not permit hearings to be delayed more than seven (7) days following the initial convening of the Board.
- E. Act in support of the Chairperson in advising both parties of their procedural rights which shall include the right of due process and specifically the right to:
 1. Be assisted by counsel. (The definition of counsel is not to be limited to members of the legal profession.)
 2. Call for supporting witnesses.
 3. Inquire into all written and oral testimony, depositions, and exhibits of evidence.
 4. Know the identity of all witnesses and the authors of all written testimony and

be provided with the opportunity to confront all such persons and cross-examine.

5. Rebut to all evidence.
 6. Interpret and summarize their individual position, particularly in relation to wider issues of academic rights and responsibilities.
 7. Be informed of the findings of the Board.
- F. Not deliberate more than seven (7) days following the formal hearings.
 - G. Confine its deliberations to the case presented.
 - H. File an abstract of the case with the office of the appropriate Dean.

Duties and responsibilities of the Chairperson

The Chairperson will:

- A. Convene the Board in Executive Session in the presence of the disputing parties and their duly appointed representatives, if any.
- B. Present to the Board copies of the grievance statement that has been previously formulated by the disputants.
- C. Transmit to the Board all prior communications and documents pertinent to the grievance.
- D. Be responsible for the docket.
- E. Supervise its proceedings including: (1) the admissions of qualified parties and representatives of the hearings, (2) the amelioration proceedings, and (3) the taking of testimony.
- F. Establish the procedures of the hearings.
- G. Rule on any unusual or special elements with respect to procedures of the Board after giving due notice to disputing parties or their representatives of their procedural rights.
- H. Conduct the hearings with all deliberate speed.
- I. Maintain verbatim records of all proceedings.
- J. Close the hearings following presentations by the disputants.
- K. Be responsible for the disposition of the findings of the Board.

The Formal Hearing

The parties involved must present their own case even though counsel may be present

during the formal hearing. Normally, the presentations will include a lucid statement of the case, presentation of testimony and deposition, arguments, and a summarizing statement which includes expected considerations and actions by the Board in determining its findings in the case.

Disposition of Findings and Recommendations

- A. Within five (5) days after reaching a decision, the Board shall issue a written statement giving its findings together with its recommendation, to the appropriate Dean for his/her action.
- B. Within ten (10) days upon receipt of these documents, the Dean will forward the findings and recommendations of the Board and his/her decision:
 1. By registered mail to each of the parties involved, advising them of their rights to appeal before action is taken. However, such appeal must be made within ten (10) days after official notification; otherwise, the Dean will proceed to take action.
 2. To the President of the College.

Appeal

In the event that either aggrieved party is dissatisfied with the decision of the Dean, a written appeal may be directed to the President of Augusta College. Accordingly, final disposition of the case shall be made in accordance with Article IX of the By-Laws of the Board of Regents of the University System of Georgia.

Confidentiality

Public statements about a case shall be withheld by the parties involved, by the Board, and by all participants in the hearings until the final decision has been communicated to the parties to the grievance. If and when an official statement of the result of a hearing is made, it shall be made through the office of the appropriate Dean. Access to the abstract and to all records and findings of the Board of Review shall be limited to authorized personnel.

Academic Freedom

Augusta College guarantees to faculty members academic freedom in teaching, research,

and publication as defined by the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure and published in the Augusta College Faculty Manual.

Graduation Requirements

The amount of credit that the college will allow for work done in another institution within a given period of time may not exceed the normal amount of credit that could have been earned at the college during that time. The appropriate academic dean determines which credits may be applied toward fulfilling degree requirements. A maximum of 96 quarter hours of credit earned in a junior college may be applied toward a degree.

Normally, two identical degrees are not awarded. However, a student may receive the appropriate degree of any other program by completing the additional requirements of that program and earning at least 45 hours of resident credit (30 hours for the associate degree) in excess of the requirement for the original degree.

To qualify for a degree from Augusta College, the candidate must satisfy the following conditions:

1. **Course Requirements:** Complete a minimum of 90 quarter hours for the associate degree or 180 quarter hours for the baccalaureate degree (exclusive of credit earned in lower division Physical Education courses) as specified for the candidate's program. (See pages 65-70.) Included in the baccalaureate degree program is a requirement for 5 hours credit in HUM 323. There will be a minimum of 70 hours of upper division courses required for students graduating with the baccalaureate degree beginning in 1988. However, a student graduating with the degree of Bachelor of Arts with a major in music may count all courses taken to fulfill the foreign language requirement for the degree as upper division credit for the purpose of meeting the 70-hour requirement.
2. **Physical Education Requirement:** Complete the required courses in physical education or satisfy conditions for a waiver of requirements. (See page 61.)
3. **Grade Point Average:** Achieve an institutional grade point average of at least 2.00 on all work attempted at this college.
4. **Residence Requirement:** If seeking an associate degree, complete in residence at Augusta College a minimum of 30 quarter hours of academic credit. If seeking a baccalaureate degree, complete in residence at Augusta College a minimum of 45 quarter hours of academic credit in courses numbered 300 and above. At least 30 quarter hours of this credit must be earned after achieving senior status. At least one-half of the major concentration and at least one-half of the minor concentration must be completed in residence at Augusta College. A student majoring in medical technology must have the equivalent of his or her junior year in residence. A student who has satisfied the foreign language requirements for his or her degree may count the courses taken during the junior and senior years in any other foreign language, regardless of course numbers, toward the upper division (300-400 level) graduation requirements.
5. **Legislative Requirements:** Demonstration of a knowledge of United States history, Georgia history, the United States Constitution, and the Georgia Constitution as required by Georgia state law. (See page 61.)
6. **Regents Testing Program Examination:** Demonstration of proficiency in writing skills by passing all parts of this examination. The examination is administered each quarter and students are advised when they are eligible and must take this examination. Transfer students who are eligible will be notified of the earliest testing date following their initial enrollment.
7. **Special Examinations:** Special examinations may be required of the student as he/she progresses through various levels of the curriculum.
8. **Graduation Fee:** This fee, is to be paid to the Business Office at the time the

application for graduation is submitted.

9. Application for Graduation: The application (obtainable from the Office of Student Records) must be completed and filed with the Registrar no later than the mid-term date of the quarter preceding the final quarter of course work.
10. Payment of Financial Obligations: No student will be permitted to graduate if he or she is in default on any payment due to the college.
11. Faculty Approval: Students must be approved formally for graduation by the faculty.

General Degree Requirements

Degrees are conferred formally at the close of the spring quarter (in June) and at the close of the summer quarter (in August). Students who complete all requirements for the degree by the end of the fall or winter quarters receive degrees in June. Unless excused in writing by the appropriate dean, degree candidates must attend graduation exercises.

A candidate for graduation is normally subject to requirements in effect at the time of initial enrollment; however, changes may have been made while the student is enrolled. The changes in requirements shall be implemented so as to minimize the problems of transition for currently enrolled students, but, since changes are considered to be improvements, the new requirements will normally apply. Exceptions may be made by the department chairperson in conjunction with the advisor, appropriate department faculty, and, as necessary, the dean.

A student who is not enrolled for two or more consecutive years or who transfers for two or more quarters to another institution will be subject to the requirements in effect at the time of readmission.

A list of all changes in graduation requirements will be compiled at the end of each spring quarter. This will be distributed at fall registration and made prominently available at subsequent registrations, and will be available at all times in the office of the registrar and through the advisors. In addition, all actions regarding graduation requirements will

be submitted for publication in the college newspaper.

Additional Baccalaureate Degree

A student holding a baccalaureate degree from a regionally accredited college or university who wishes to work for another degree must complete the minimum residence requirements of the college (45 quarter hours of course work in courses numbered 300 or above with an average grade of C or better) with at least 45 hours of resident credit in excess of the requirement for the original degree. In addition, he must complete the exact requirements of major courses, allied fields or minor, mathematics, and foreign languages. Special advisement from the office of the appropriate dean should be sought by such persons.

Special Legislative Requirements

An act of the 1975 session of the Georgia legislature provides that all graduates are required to have passed an examination on the History of the United States, the History of Georgia, and on the provisions and principles of the United States Constitution and the Constitution of Georgia. Examinations are administered each quarter. No academic credit is given for these examinations. They are scheduled and administered quarterly by the Office of Testing. (See college calendar for dates.)

Certain history and political science courses will satisfy this requirement. The course descriptions identify these courses. The Augusta College student who fails to pass the examinations must present course credits in the area or areas failed.

Physical Education Requirements

Baccalaureate Degree

Each student is required to pass six courses (selected from 101-191) of physical education which should normally be completed during the freshman and sophomore years. Unless a waiver (as outlined below) is granted, the requirement will consist of Healthful Living (PED 191), one course in aquatics (PED 141-148), and four other courses to be selected from the physical ed-

ucation curriculum. The electives may be repeated, but it is strongly suggested the student take advantage of this opportunity to develop a wide range of skills.

Associate Degree

Each student is required to pass three courses (selected from 101-191) of physical education. Unless a waiver (as outlined below) is granted, the requirement will consist of Healthful Living (PED 191), one course in aquatics (PED 141-148), and one other course to be selected from the physical education curriculum.

Waivers and Substitutions

A) Veterans: Based on a minimum of one year of continuous active duty, a veteran may present a copy of form DD 214 to the Registrar for verification, and be exempted from the Physical Education requirements.

B) Age: A student 25 years of age or older at the time of his or her first registration at Augusta College or at the time of re-enrollment after an absence of two or more years is not required to take physical education courses.

C) Evening Students: A student who completes 50 percent or more of the courses required for his or her degree from courses scheduled after the seventh period is not required to take physical education courses.

D) Medical Statement: A student who presents a medical statement from a physician stating he or she is not capable of activity-type courses may satisfy the requirement by substituting three courses in Sports Appreciation (PED 195-197). The medical statement must be presented in person by the student to the Chairman of the Department of Physical Education.

For the Associate Degree program, waivers are the same as those for the Baccalaureate Degree program.

Regents' Testing Program

The following is the policy of the Board of Regents of the University System of Georgia and Augusta College regarding the Regents' Testing Program:

A. Requirements

Students enrolled in undergraduate degree programs shall pass the Regents'

Test as a requirement of graduation. Passing the Regents' Test is defined as having passed all components of the test by scoring above the cutoff score specified for each component. If one component of the test is passed, that component need not be retaken; this provision is retroactive to all students who have taken the test in any form since the inception of the program.

B. Exceptions

1. Students who hold a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Test.
2. Students whose mother tongue is other than English may be exempted from taking the Regents' Test, but they will be expected to demonstrate their skills by performing acceptably on a comparable examination.

C. When to take the Regents' Test

1. Students who have satisfactorily completed English 101 and 102 or English 111 or have earned 45 quarter hours of credit must take the Regents' Test the next quarter in which they are enrolled. Students who fail the test at this time will not be able to register for classes until they have signed up to take the Regents' Test.
2. Students who have passed only one portion of the Regents' Test are required to take only the segment they have not passed.
3. Transfer students from within the University System will be held to all policies as described herein. Transfer student from outside the University System who receive 60 or more credit hours of transfer credit must take the Regents' Test before enrolling or during their first quarter of attendance. Thereafter, they are subject to all other provisions of this policy.
4. Students who do not take the Test at the designated date and time will not be allowed to register for subsequent quarters until they have taken the Test or made proper ar-

rangements for testing through the Testing Center.

D. Remediation Requirements

1. Students who have earned 74 or fewer hours and who fail one or both parts of the Regents' Test must take English 101 or 102 if they have not satisfactorily completed these courses or English 051 and/or 052 if they have completed these courses: students who have earned 75 hours of credit or more must take English 051 and/or 052 (as appropriate) for remediation whether or not they have completed English 101 or 102.
2. Students required to enroll in English 101, 102, 051 and/or 052 as required above must meet all requirements of these courses. Students required to take English 101, 102, 051, and/or 052 may not take an overload or withdraw from this class. ***Students who miss the equivalent of one week of class will be withdrawn from the class, prohibited from taking the Regents' Test that quarter, and made ineligible to register at Augusta College for the following quarter.**
3. Part-time students taking only one course per quarter may be permitted to take remediation and repeat the test in only one area at a time although they may have previously failed both components of the Regents' Test. Students who select this option may not take regular degree credit courses during that quarter.

E. Regents' Test Remediation Appeal Procedure

Appeals must be processed in the following manner:

1. All appeals must be in writing, by the student, with the signature of the assigned academic advisor supporting the appeal.
2. The student then must obtain the written endorsement of the dean of the school in which the student is enrolled.
3. The written appeal, with the endorsement of the dean and the ac-

ademic advisor, may then be forwarded to the Vice President for Academic Affairs for consideration.

4. The student may then appeal to the President should the appeal be denied at this stage.

Appeals based on convenience, or on the fact that a student has already registered for a current quarter, will not be approved, since students should understand these requirements and have addressed them earlier.

F. Review of Essay

A student may request a formal review of his/her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded **and** if the student has successfully completed English 101 and 102. Any student who fails the essay component of the Regents' Testing Program may secure a copy of his essay from the Department of Languages and Literature. The student should enroll in English 052 and take the copy of the essay with him to his or her first class. The instructor will review and mark the essay indicating if he or she thinks the essay should be appealed. If the instructor and the student agree that the essay should be appealed, they will submit an unmarked copy of the essay to a committee consisting of three faculty members appointed by the Vice President for Academic Affairs. If the student does not concur with the 052 instructor's evaluation of his essay, he or she may appeal the essay by immediately notifying the committee of his or her intent to appeal and requesting that an unmarked copy of the essay be sent to the committee. If a majority of the review panel feels that the essay should be appealed, the committee will send its recommendation, along with a copy of the essay, to the System's Director of the Regents' Testing Program. On the other hand, a vote by the committee to sustain the essay's failing score will terminate the review process.

The initial step in the review and the review itself are intended to deal with perceived errors in ratings. The review is not

automatically indicated by a student's failure to pass the essay. A review is indicated only when **there is substantial question concerning the accuracy of scoring** and when the criteria set forth in the first sentence of this section on Review of Essay have been met.

The on-campus review committee will consist of three members, each of whom is an experienced essay rater. A decision by the on-campus review panel to terminate the review is final; this decision **cannot be appealed** to any other office.

PROGRAMS

Bachelor's Degree Programs

The college offers six different baccalaureate degrees. A wide selection of majors is available under the bachelor of arts and bachelor of science degrees.

For the Bachelor of Arts degree, majors may be selected in art, communications, elementary education (early childhood or middle grades), English, history, music, political science, psychology, and sociology.

For the Bachelor of Science degree, majors may be selected in biology, chemistry, computer science, mathematics, medical technology, physical science, and physics.

For the Bachelor of Science in Education degree, majors may be selected in health and physical education and in special education.

The Bachelor of Business Administration degree offers majors in accounting, economics, finance, management, marketing, and related areas.

The Bachelor of Music degree offers majors in performance and in music education.

The Bachelor of Fine Arts degree is offered with a major in studio work.

A major concentration normally requires a minimum of 45 quarter hours. Grades below C are not accepted for courses in a major concentration. Some departments or schools require general education or cognate courses in addition to the core curriculum and major courses. Satisfactory completion of the major concentration is certified by the major department or appropriate school. A student pursuing a degree program may declare a multiple major, in which case a minor con-

centration will not be required. The student must complete all requirements for each major. Upon completion, the multiple major will be recorded on the permanent record.

Except where noted, all bachelor's degree programs require a minor which consists of 20 to 30 quarter hours depending upon the area of concentration. Grades below C are not accepted for a minor concentration. Satisfactory completion of the minor concentration is also certified by the minor department or school.

A minor concentration may be chosen from anthropology, art, biology, British studies, business administration, chemistry, communications, computer science, drama/speech, economics, education, English, French, general studies, German, gerontology, health and physical education, history, mathematics, music, philosophy, physics, political science, psychology, secretarial science, sociology, social science, social work, and Spanish.

Once the minor field is selected, the student should seek academic advisement for this concentration within the department or school in which he is minoring.

Teacher certification other than elementary education (early childhood or middle grades), health and physical education, and special education may be obtained by minoring in education and majoring in a selected field of study.

Associate Degree Programs

The Associate of Arts degree is offered in the following areas of study: Art, Communications, English, History, Music, Political Science, Psychology and Sociology. The Associate of Science degree is offered in Biology, Chemistry, Computer Science, Mathematics, Physical Science and Physics. Also offered are the Associate of Science in Nursing and the Associate of Applied Science in Criminal Justice.

The Associate of Applied Science degree is offered at Augusta College in cooperation with the Augusta Technical Institute:

- child development
- electronic equipment servicing

medical laboratory technology
accounting
management
horticulture
fashion merchandising
marketing
data processing
banking and financial services
medical secretarial

Developmental Studies Program

The purpose of the Developmental Studies Program is to provide a curriculum that will increase the student’s chances of achieving college-level proficiency in basic academic subjects, to provide additional assistance in specialized subjects, and to help the student realistically assess vocational and academic goals.

High school performance, scores on the College Board Scholastic Aptitude Tests, and other tests as specified by Augusta College determine whether a student needs Developmental Studies courses. The student may be required to take all of the Developmental Studies courses, or he or she may be required to take only one or two courses in a particular academic area. If an applicant’s academic qualifications are such that in the opinion of the college he or she would not be successful even with the assistance provided by the Developmental Studies Program, he or she will be denied admission. Students who meet full admission requirements to Augusta College may elect to audit a portion or all of the Developmental Studies Courses (numbered 099 and below). In addition, students who are not progressing satisfactorily in regular freshman English and algebra may be required to enter the Developmental Studies Program. Such changes must be made not later than the last day for full withdrawal with refund.

After consultation with an academic advisor, students are placed in appropriate courses. See pages 45, 53, and 55 for additional information concerning Developmental Studies.

CORE CURRICULUM

A core curriculum was developed by the University System of Georgia for the general purpose of aiding and facilitating the education progress of students as they pursue baccalaureate degrees within and among the units of the University System. It provides the basic course of study that would normally be covered in the first half of a baccalaureate degree program.

The core curriculum includes ninety quarter credit hours of which sixty are in general education and thirty are in a major area of study. It is divided into four areas, with twenty credits in each of the three general studies areas. A student who completes the requirements of the core, or any area of the core, will have the assurance that credit for all of this work can transfer to any other unit of the University System.

All candidates for the bachelor’s degree at Augusta College must satisfactorily complete the three general areas of the core curriculum as well as the fourth area relating to their major field.

Area I Humanities	Requirement 20 hours
English ¹ 101 & 102, or	
English 111	10
Humanities 221 & 222	10

Area II Mathematics & Natural Science	Requirement 20 Hours
Mathematics 107, 109, 115, 122, and/or 201	5-10
Natural Sciences (at least one ten-hour sequence of laboratory courses required)	10-15
Biology 101 & 102, or Chemistry 121 & 122, or Chemistry 121 & 106, or Chemistry 105 & 106, or Geology 101 & 102, or Physical Science 101 & 102, or Physics 201 & 202, or 203 Physics 211 & 212, or 213	

Area III	Requirement
Social Sciences	20 Hours
History 211 or 212	5
Political Science 101	5
Select two of the following:	10
Anthropology 101, 201	
Economics 205, 251, 252	
History 115, 116, 211, 212	
Philosophy 101	
Political Science 201, 204	
Psychology 101 ²	
Sociology 101, 202, 221	

¹A grade of C or better is required in English 101, 102, and 111.

²PSY 101 is AREA IV course for elementary, health and physical education and special education majors.

Area IV	Requirement
Courses Related to the Major	30-31 Hours
Art — B.A. Degree	
Select four courses from the following:	20
ART 102, 103, 131, 223, 231, 241	
Select two courses from the following:	10
DRA 251	
PSY 101	
PHY 101	
SPC 101	
Foreign Language 111, 112, 201, 202	
MUS 225	
SOC 101	

Art — B.F.A. Degree	
Select six courses from the following:	30
ART 102, 103, 131, 205, 223, 231, 241	

Biology — B.S. Degree	
BIO 101, 102	10
Select 20 hours from the following:	20
Mat 201, 221	
CSC 205 or 211	
CHM 123, 281	
PCS 201, 202, 203	
Foreign Language	

Biology (Education Minor) — B.S. Degree

EDU 205 ¹	5
PSY 101 (must be taken in Area III or IV)	0-5
BIO 101, 102	10
Select two or three 5-hour courses from the following:	10-15
CHM 123	
CSC 205 or 211	
MAT 201, 221	
PCS 201, 202, 203	

¹A grade of C or better is required in EDU 205.

Business Administration

(Accounting, Economics/Finance, General Business, Management, Marketing)

B.B.A. Degree	
ECN 251-252	10
ACC 211-212	10
MIS 210	5
MAT 221	5

Chemistry — B.S. Degree

Select two to four courses from the following:	10-21
CHM 121, 122, 123, 281	
Select up to three courses from the following:	0-15
MAT 115, 201, 202, 203, 204	
Select up to three courses from the following:	0-15
PCS 201, 202, 203, 211, 212, 213	
Select up to two courses from the following:	0-10
BIO 101, 102	

Chemistry (Education Minor) — B.S. Degree

EDU 205 ¹	5
Select 25 hours from the following:	25
BIO 101, 102,	
CHM 121, 122, 123, 281	
MAT 115, 201, 202, 203, 204	
PCS 201, 202, 203, 211, 212, 213	

Communications—Broadcast—Film, Advertising—Public Relations and Journalism Tracks	
Foreign Language through the 202 level	20
SPC 101 or ART 165 or SPC 205	5
Communications 200	5

Communications—Drama—Speech Track	
Foreign Language through the 202 level	20
Communications 200	5
Speech 101 or Speech 205	5

Computer Science — B.S. Degree	
CSC 211, 212, 215	15
Select one sequence from the following:	10
MAT 201-202	
MAT 202-203	
Select one of the following courses:	5
ACC 211	
MAT 203, 204	
MAT 221	

Elementary Education — B.A. Degree	
EDU 202 ¹	15
SPC 101	
EDU 203	
Foreign Languages 111, 112, 201, 202 (a ten-hour sequence required if two high school units in a foreign language have not been earned)	0-10
Select one or three courses from the following:	5-15
ANT 101, 201	
ART 102, 103, 131	
BIO 101, 102	
CHM 105, 106, 121, 122	
CSC 205	
DRA 225	
ECN 205, 251, 252	
GGY 101	
HIS 115, 116, 211, 212	
MAT 109, 115, 201	
MUS 111, 112, 113	

POL 201	
PHY 101	
PSC 101, 102	
SOC 101	
PSY 101	
¹ A grade of C, or better, is required in EDU 202 and 205.	

Education — B.S. in Education (see Health and Physical Education and Special Education)	
English — B.A. Degree	
Foreign Language through the 202 level	20
Select 10-20 hours from the following:	10-20
ART 102, 103, 125, 131, 141, 142, 165, 181, 205, 223, 231, 241	
DRA 250, 251	
ENG 211, 225	
HIS 115, 116, 211, 212	
HON 190 (up to six hours)	
MUS 105, 111, 112, 125, 126, 127, 211, 212	
MUA 141, 142, 143, 144, 145, 146, 147, 148, 149	
PHY 101	
PSY 101	
SPC 101, 205	

English (Education Minor) B.A. Degree	
Foreign Language through the 202 level	20
SPC 101	5
PSY 101 (must be taken in Area III or Area IV)	0-5
Select 10-15 hours from the following:	10-15
ART 102, 103, 125, 131, 141, 142, 165, 181, 205, 223, 231, 241	
DRA 250, 251	
ENG 211, 225	
HIS 115, 116, 211, 212	
HON 190 (up to six hours)	
MUS 105, 111, 112, 125, 126, 127, 211, 212	
MUA 141, 142, 143, 144, 145, 146, 147, 148, 149	
PHY 101	
SPC 205	

French — B.A. Degree

French through the 202 level	5-20
SPC 101	5
Select 5-20 hours from the following:	5-20
German, Spanish, Latin 111, 112, 201, 202	
ANT 201	
COM 200	
DRA 250, 251	
ECN 205	
HIS 115, 116	
MUS 105, 225	
PHY 101	
PSY 101	
SOC 101	
SPC 205	

French (Education Minor) — B.A., Degree

French through the 202 level	5-20
EDU ¹ 205	5
PSY 101 (must be taken in Area III or Area IV)	0-5
SPC 101	5
Select 0-15 hours from the following:	0-15
German, Spanish, Latin 111, 112, 201, 202	
ANT 201	
COM 200	
DRA 250, 251	
ECN 205	
HIS 115, 116	
MUS 105, 225	
PHY 101	
SOC 101	
SPC 205	

¹A grade of C or better is required in EDU 205.

Health and Physical Education — B.S. in Education Degree

BIO 111, 112	10
EDU 203, 205	10
SPC 101	5
Any elective from Area I, II, III	5

History — B.A. Degree

Foreign Language	5-10
5-10 hours	
Select 15 hours from the following:	
HIS 115, 116, 211, 212	15

Select 5-10 hours from the following:	5-10
ANT 101	
ECN 205	
GGY 101	
PSY 101	
POL 201, 202	
SOC 101	
MAT 221	
CSC 205	

History (Education Minor) — B.A. Degree

PSY 101 (must be taken in Area III or IV)	0-5
EDU 205 ¹	
Select 15 hours from the following:	15
HIS 115, 116, 211, 212	
Foreign Language	5-10
Select 0-5 hours from the following:	0-5
ANT 101	
CSC 205	
ECN 205	
GGY 101	
MAT 221	
POL 201, 202	
SOC 101	

¹A grade of C or better is required in EDU 205.

Mathematics — B.S. Degree

MAT 202, 203, 204, and CSC 211	20
Select two courses from the following:	10
FR 111, 112, 201	
GER 111, 112, 201	
CHM 121, 122, 123	
PCS 211, 212, 213	
BIO 101, 102	
CSC 212, 215	

Mathematics (Education Minor) — B.S. Degree

MAT 201, 202, 203, 204	15-20
EDU 205 ¹	5
PSY 101 (must be taken in Area III or IV)	0-5
CSC 211, 212	5-10

¹A grade of C or better is required in EDU 205.

Medical Technology

BIO 111, 112	10
CHM 123, 281	11
PCS 201	5
PCS 202 or 203	5

¹A grade of C or better is required in EDU 205.

Music — B.A. Degree and B.M. Degree (Performance major)

MUS 105, 111, 112, 125, 126, 127, 211, 212	18
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Select six hours in the major performance ensemble courses as follows:

MUS 171, 173, or 174	6
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Select six hours from one of the following applied music areas: MUA 141, 142, 143, 144, 145, 146, 147, 148, or 149

6

NOTE: A grade of C or better is required in each of the above courses.

Music — B.M. Degree (Music Education Major)

MUS 105, 111, 112, 125, 126, 127	12
PSY 101 (must be taken in Area III or IV)	0-5
EDU 205 ¹	5

Select four to nine hours in one of the following music performing groups:

MUS 171, 173, or 174	4-9
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Select four hours in one of the following applied music areas: MUA 141, 142, 143, 144, 145, 146, 147, 148, or 149

4

NOTE: A grade of C or better is required in each of the above courses.

Physical Science — B.S. Degree

MAT 202, 203	10
PCS 211, 212, 213	
or PCS 201, 202, 203	15
CHM 123	5

Physical Science (Education Minor) — B.S. Degree

EDU 205 ¹	5
MAT 202, 203	10
PCS 211, 212, 213	
or PCS 201, 202, 203	15

¹A grade of C or better is required in EDU 205.

Physics — B.S. Degree

MAT 202, 203, 204	15
PCS 213	5
Select two 5-hour courses from the following:	10
MAT 115, 201 ¹	
CHM 121, 122	
PCS 211, 212	

¹A grade of C or better is required in MAT 115 and 201.

Physics (Education Minor) — B.S. Degree

EDU 205 ¹	5
CHM 122	5
MAT 202, 203, 204	15
PCS 213	5

¹A grade of C or better is required in EDU 205.

Political Science — B.A. Degree

POL 202	
Select 10 hours from the following:	
MAT 221	5
CSC 205 or MIS 210	5
Foreign Language	0-10
Select 15 hours from the following:	15
ACC 211	
ECN 205	
GGY 101	
HIS 211	
HIS 212	
PHY 101	
POL 204	
PSY 101	
SOC 101	

Political Science (Education Minor) — B.A. Degree

PSY 101 (Must be taken in Area III or IV)	0-5
EDU 205 ¹ (required)	5
Select 10 hours from the following:	
MAT 221	0-5
CSC 205	0-5
Foreign Language	0-10
Select 10 to 15 hours from the following:	
ACC 211	5
ECN 205	5
HIS 211	5
HIS 212	5
PHY 101	5
SOC 101	5

Psychology — B.A. Degree

PSY 101	5
Select 25 hours from the following:	25
ANT 101, 201	
BIO 111, 112	
CHM 105, 106	
CSC 205	
EDU 205	
ECN 205	
MAT 201, 202, 203, 221	
MIS 210	
PHY 101, 201	
POL 201	
PSY 195, 245	
SOC 101, 202, 206, 221	
SPC 101, 205	
SWK 111	
Foreign Language	

Sociology — B.A. Degree

Foreign Language Sequence or MAT 221 and CSC 205 or MIS 210	10
PSY 101	5
SOC 101	5
Select two five-hour courses from the following:	10
ANT 101, 201	
ECN 251, 252, 205	
POL 204	
CJ 103	
SOC 202, 221	
SWK 111, 222	

Spanish — B.A. Degree

Spanish through the 202 level	5-20
SPC 101	5
Select 5-20 hours from the following:	5-20
German, French, Latin 111, 112, 201, 202	
ANT 201	
COM 200	
DRA 250, 251	
ECN 205	
HIS 115, 116	
MUS 105, 225	
PHY 101	
PSY 101	
SOC 101	
SPC 205	

Spanish (Education Minor) — B.A. Degree

Spanish through the 202 level	5-20
EDU ¹ 205	5
PSY 101 (must be taken in Area III or Area IV)	0-5
SPC 101	5
Select 0-15 hours from the following:	0-15
German, French, Latin 111, 112, 201, 202	
ANT 201	
COM 200	
DRA 250, 251	
ECN 205	
HIS 115, 116	
MUS 105, 225	
PHY 101	
SOC 101	
SPC 205	

¹A grade of C or better is required in EDU 205.

Special Education — B.S. in Education

EDU 202 ¹	15
PSY 101	
SPC 101	
Select three courses from the following:	15
ANT 101, 201	
ART 102, 103, 131	
BIO 101, 102	
CHM 105, 106, 121, 122	
CSC 205	
DRA 225	
ECN 205, 251, 252	
Foreign Languages 111, 112, 201, 202 (a ten-hour sequence required if two high school units in a foreign language have not been earned)	
GGY 101	
HIS 115, 116, 211, 212	
MAT 109, 115, 201	
MUS 111, 112, 113	
POL 201	
PHY 101	
PSC 101, 102	
SOC 101	

¹A grade of C or better is required in EDU 202-205.



Information for Graduate Students

Graduate Degrees

Master of Business Administration

Master of Education

Administration and Supervision: Elementary Education; Concentrations in Early Childhood Education, Middle Grades Education; Health and Physical Education; Secondary Education: Concentrations in English, Mathematics, Social Sciences; Special Education: Concentrations in Mental Retardation, Behavior Disorders, Interrelated

Master of Science

Major in Psychology

Specialist in Education

Administration and Supervision; Early Childhood Education; Middle Grades Education; Secondary Education; Concentrations in English, Mathematics, Social Sciences, Special Education; Concentrations in Mental Retardation, Interrelated

Co-operative Programs—(University of Georgia)

Master of Vocational Education

Agricultural Education; Business Education; Distributive Education; Health Occupations Education; Home Economics Education; Industrial Arts Education; Trade and Industrial Education; Vocational Education

Specialist in Vocational Education

Agricultural Education; Business Education; Distributive Education; Home Economics Education; Industrial Arts Education; Trade and Industrial Education; Vocational Education

Doctor of Education

Adult Education

Co-operative Program—(Georgia State University)

Doctor of Philosophy in Educational Leadership

Educational Administration and Supervision
Higher Education Administration

ADMISSIONS

Graduate applications to Augusta College are considered on an individual basis. After all required data have been received, applicants will be notified by letter of the action taken. Although the University System of Georgia sets certain minimum standards for admission, the individual institutions retain the right to impose additional requirements. Accordingly, the college reserves the right to refuse admission to any applicant who, in its judgment, is not qualified to pursue graduate-level work at Augusta College. Such a decision may be based on a variety of factors: social maturity, character, or intellectual potential as indicated by appropriate tests.

Similarly, the college reserves the right to determine the level of admission. Clearly, some students will meet all admission standards and will enter as regular graduate students. Other students who fail to meet one or more of the admission standards may be admitted as provisional graduate students or as non-degree students.

Application Materials and Bulletin

Candidates seeking admission to the college must file an official application for admission. Applications for the Master of Business Administration should be sent to the Director

of Graduate Studies, School of Business Administration. Applications for the Master of Education and Specialist in Education should be sent to the Dean of the School of Education. Applications for the Master of Science With a Major in Psychology should be sent to the Director of Graduate Studies, Department of Psychology. Applications and program information are free of charge and may be requested by mail, by telephone, or by visiting the appropriate office. The mailing address is 2500 Walton Way (10), Augusta, Georgia 30910. The Admissions Office telephone number is (404) 737-1405. Students are encouraged to visit the campus. However, an appointment is recommended if a campus tour or interview is desired.

Application Deadline and Fee

The application form and all supporting documents must be received by the appropriate office no later than 30 days before the beginning of the quarter in which the applicant wishes to enroll. A \$10 nonrefundable application fee must accompany the application.

Because of additional time required for processing, international student applicants are encouraged to apply 90 days in advance of the application deadline. A student who does not register in the quarter for which he or she is admitted and who wishes to attend a later quarter must notify the office to which the application was sent at least 30 days prior to the desired quarter of entrance. If one year has expired since the initial application and the student has not yet attended, it will be necessary to reapply.

Documents Required for Admission

It is the responsibility of the applicant to request that documents required for admission be forwarded to the appropriate office (see individual programs for specific requirements). These documents become the property of the college and are not returned to the applicant. Candidates are considered when all required documents have been received, and they are notified of a decision by mail.

The following must be submitted when applying for graduate admission:

1. A formal application and \$10 application fee.
2. Two official transcripts from each college attended. The two transcripts must be sent directly from the issuing agency to the appropriate office.
3. Three letters of recommendation from former teachers or other non-relatives who have direct knowledge of the applicant's potential to succeed at and benefit from a graduate program.
4. An official copy of scores on the national standardized examination appropriate to the degree objective. Applicants for the Master of Business Administration program must submit scores on the Graduate Management Admission Test (GMAT). Master of Education applicants may submit scores on the Common Examinations (WCET) of the National Teacher Examinations (NTE) for the forms of the examination in use prior to fall, 1982. Alternatively, Master of Education applicants may submit scores for the Graduate Record Examinations (GRE) General (Aptitude) Test or the Miller Analogies Test (MAT). Specialist in Education applicants may submit NTE Common Examination (WCET) scores for a form of the examinations in use prior to fall, 1982, or an NTE Area Examination score. Instead of submitting NTE (WCET) or area exam scores, the Specialist in Education applicant may submit either a GRE General (Aptitude) score or an MAT score. Applicants seeking a Master of Science with a major in psychology must submit scores on the GRE Aptitude Test. The scores must not be more than five years old and must be sent directly from the issuing agency to the appropriate office.

International Students

Special information and application materials for the international student may be obtained upon request from the Office of Admissions. In addition to satisfying the regular requirements for admission, international candidates

must provide documented evidence of adequate financial support to meet educational and personal expenses and demonstrate adequate oral and written proficiency in English.

International students are required to take the Test of English as a Foreign Language (TOEFL). A minimum total score of 550 is required for admission consideration.

Because additional processing time is required, the international student should submit the application and all supporting documents at least ninety (90) days prior to the desired quarter of entrance. All correspondence to the college should be sent air mail, and non-English educational certificates and diplomas should include English translations. The Certificate of Eligibility (Form I-20) cannot be forwarded to the international applicant until an offer of acceptance has been extended.

Transient Students

A transient graduate student is a graduate-degree candidate at another institution who is granted the privilege of temporary registration at Augusta College for one quarter. The student may renew his or her status for a second quarter or apply for admission as a regular degree candidate.

Each applicant for admission as a transient student must (1) file a completed application form, and (2) submit a letter stating that the student is in good standing from the registrar of the college in which he or she is enrolled.

Admission as a Non-Degree Student

A non-degree student is a classification reserved for students interested in enrolling at Augusta College without pursuing a graduate degree. The non-degree student may be classified as a transient graduate student or as a post-baccalaureate or post-graduate student.

Former Student Readmission

A former Augusta College student who has been enrolled at Augusta College as a post-baccalaureate, post-graduate, or graduate

student has an active record for two years, fall-summer registrations. A former student who has not been enrolled during the academic year or filed an application to return and has not attended another accredited institution subsequent to the last enrollment at Augusta College must file a former student application form with the Office of Admissions. While there is no application fee required, the former student application should be filed at least 30 days prior to the desired quarter of entrance. The application form may be obtained by calling or visiting the Office of Admissions.

Admissions Notification

Applicants to the college will be notified by letter as to the conditions of their acceptance. An additional mailing will contain orientation and registration dates and the name of the faculty advisor.

The college retains the right to release admissions decisions to colleges.

POLICIES AND REGULATIONS

The academic programs of Augusta College are offered through the School of Business Administration, the School of Education and the School of Arts and Sciences. These units, including the appropriate departments, furnish the basic organization of the faculty and provide the framework for the generation and maintenance of quality education in the variety of courses and programs listed in this bulletin.

The Academic Policies Committee serves as the major source for recommendations to the faculty on policies in these areas. The faculty reserves the right to recommend changes in curricula, and in rules, at any time when in its judgement such changes are in the best interest of the student and Augusta College.

Registration at Augusta College involves the student's acceptance of the official academic regulations. The student is expected to follow the program outlined by his or her school or department and should do sufficient planning, in consultation with the faculty

advisor, to avoid scheduling difficulties which may impede normal academic progress.

Student Records

See Student Records, page 50.

Unit of Credit

See Unit of Credit, page 51.

Evaluation of Transfer Credit

An evaluation of graduate course work taken at a regionally accredited college or university is made by the Augusta College school or department which has primary responsibility for the applicant's degree program. Course work used to fulfill a degree requirement elsewhere cannot be counted toward a graduate degree at Augusta College. No more than 15 quarter credit hours or their equivalents can be transferred and applied toward a master's degree. No more than 10 quarter credit hours or their equivalents can be transferred and applied toward the Specialist in Education degree.

Student Load

A full course load for graduate students, or for any student enrolled in 600 or 700-level courses, is 10 quarter hours.

More than 15 quarter hours of enrollment is permitted only when the additional one or two hours are other than typical course work. Any exception to the 10 quarter hour course load for graduate students must be recommended by the student's advisor, supported by the graduate coordinator or department chairperson, and approved by the dean of the appropriate school in advance. In no case will a student enrolled in any number of graduate hours be permitted to enroll in more than 17 quarter hours.

Augusta College Transient and Co-enrolled Students

An Augusta College student must be in good standing and must obtain prior approval to

enroll in any and all credit courses at any other institution as a transient or co-enrolled student. This prior approval of each course must be obtained from the Augusta College department or school that offers a course most comparable to the one that will be taken elsewhere.

A student who has attempted a course at Augusta College and received a penalty grade in that course may not take the course as a transient or co-enrolled student at another institution.

A statement granting permission to attend another accredited institution will be provided by the Augusta College Registrar after departmental or school approval and approval of the dean of the appropriate school.

Auditors

A student who has been admitted to Augusta College may be permitted to enroll in credit courses as an auditor on a non-credit basis. However, a student may not change his status from credit to audit or vice versa during the course. Credit may not be earned in courses taken as an auditor except by re-enrollment for credit in, and completion of, the course with a satisfactory grade.

An auditor is assumed to be seriously interested in courses that he audits. Therefore, students enrolled as auditors are expected to attend class regularly and perform such other tasks as may be assigned by the instructor. Auditors who do not attend regularly will be dropped from the class without penalty.

Course Changes

Courses may be dropped and (or) added only upon the approval of the student's faculty advisor. Course changes are not to be made at the whim of the student. In the case of the course changes, the student must initiate an "Add-Drop" form which can be obtained from the academic advisor.

The last day for late registration, as given in the college calendar, shall be the last day a student may enroll in a class.

Substitution of Courses

Each student is responsible for following the requirements of his or her selected program

as specified in the bulletin and in accordance with the regulations of the bulletin. Variations in course requirements are permitted only upon petition and the written approval of the chair of the department responsible for the required course and the appropriate dean. A copy of the proposed change to the program of study will be forwarded to the Office of the Registrar for filing. Variations from course requirements are approved only under exceptional circumstances and only in cases where courses of the same academic value and type can be substituted.

Graduate Grading System

Grade	
A	Excellent4.0
B	Good3.0
C	Poor2.0
D	Unsatisfactory1.0
F	Failure0.0
WF	Withdrew, failing.....0.0

The following symbols are used in the cases indicated, but are not included in the determination of the grade point average:

- I Incomplete—Student doing satisfactory work, but for non-academic reasons beyond the control of the student, was unable to meet the full requirements of the course. The maximum time for completing course work to remove an I is one quarter; otherwise, the I will be automatically changed to F. In the cases of theses, practicum, and internships, an I must be removed within one calendar year, or it will be changed to F.
- W Withdrawal, without penalty—The W will be assigned if the student officially withdraws from the course at midterm or before. A grade of WF will be assigned after midterm unless the student withdraws because of non-academic hardship and has a passing average at the time of withdrawal.
- S* Satisfactory—Indicates satisfactory completion of degree requirements other than academic course work.
- U* Unsatisfactory—Indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work.

V Audit—Indicates that the student was enrolled in the course as an auditor. Students may not transfer from audit to credit status or vice versa.

- K Credit by examination.
- NR Not reported—Indicates that the grade was not reported.

*These symbols are used for dissertation and thesis hours, clinical practicum, internship, and proficiency requirements in graduate programs, and the following graduate or graduate creditable courses:

EDU 500	Teacher Inquiry
EDU 677	Practicum in Remedial Reading I
EDU 678	Practicum in Remedial Reading II
EDU 735	Practicum in Education
EDU 737	Practicum with Exceptional Learners
EDU 797	Internship in Education
EDU 799	Applied Project in Education
HSA 799	Internship-Practicum and Research
HED 735	Practicum in Health
HPE 735	Practicum in Physical Education
HPE 799	Applied Project in Health and Physical Education
MAT 500	Quantitative Techniques for Administrative Problems
PSY 696	Externship/Internship
PSY 699	Research and Thesis

An average of B must be maintained on all courses attempted in a degree program.

Withdrawal From Class

The responsibility for initiating a withdrawal resides with the student. The student must have the written approval of his advisor before withdrawing from a course. Forms for initiating a withdrawal may be obtained from the Office of Student Records. An instructor may withdraw a student for excessive absence.

Class Attendance

See Class Attendance, page 53.

Grade Changes

Any grade changes must be accomplished within the quarter immediately following the quarter in which the grade was originally reported unless the course has been program-matically excluded from this requirement by the dean of the appropriate school or department chairman of the unit in which the course is offered.

Student Grievances

The policy for consideration of student grievances of an academic nature can be found in the Augusta College Student Handbook.

Academic Standing

Determination of academic standing is based upon a student's cumulative grade point average, which is computed by dividing the number of hours attempted in which a grade of A, B, C, D, F or WF has been received into the number of grade points earned on those hours scheduled. A average of 3.0 (B) must be maintained on all courses attempted in a graduate program.

Academic Honesty

In an academic community, honesty and integrity must prevail. It must be so if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members.

For further information on the college's policy concerning this topic, refer to page 56.

Course Numbering

Graduate courses are assigned numbers from 500 to 799. Courses in the 500 series, although designed for the graduate student who needs to satisfy prerequisite requirements, are open to selected undergraduate seniors and are designed to prepare the student for further study. Courses in the 600 to 700 series are open to graduate students and post-bac-

calaureate students. Courses with 700 numbers may have courses in the 600 series as prerequisites.

A master's student may enroll for graduate credit in certain specific courses which bear numbers from 400 to 499, inclusively. All courses that may be taken for graduate credit have an asterisk after the title in the catalog course description. No 400-level course may be used for graduate work unless its undergraduate enrollment is restricted to junior and senior students.

In no case may a student include more than fifteen quarter hours of work in courses whose levels are less than 600 to satisfy the sixty quarter credit hours minimum requirement for a master's program.

Any eligible student who wishes to earn graduate credit in a dual-listed course must enroll at the 600 level. No graduate credit may be earned in any dual-listed course if the student is enrolled in it at the 400 level.

See individual programs for specific requirements.

Graduation Requirements

Degrees are conferred formally at the close of the spring quarter (in June) and at the close of the summer quarter (in August). Students who complete all requirements for the degree by the end of the fall or winter quarters receive degrees in June. Unless excused in writing by the dean of the appropriate school, degree candidates must attend graduation exercises.

A candidate for graduation is subject to requirements in effect at the time of initial enrollment. However, a student who is not enrolled for two or more consecutive years must satisfy requirements in effect at the time of his re-admission.

A student returning to Augusta College, after having transferred to another institution for two or more quarters, must comply with degree requirements in effect at time of re-admission.

Master's Degree Requirements

Admission Policies

Admission to graduate programs requires a completed application, undergraduate tran-

scripts, letters of recommendation, and appropriate test scores. Refer to individual program sections for information on specific requirements.

Persons who fail to meet one or more of the standards required for admission or who do not wish to pursue a degree program may be admitted under conditions specified at the time of admission by the school dean or department chair or the school or department coordinator of the graduate program in which the student plans to take the primary concentration.

Advisement

Upon admission to graduate study for the master's degree, each student will be assigned an advisor by his or her school dean or department chair.

Provisional Graduate Status

Provisional graduate students must petition to be admitted to a particular course of study leading to a master's degree on or before the time they complete fifteen quarter hours of admissible graduate credit. In any case, no more than 15 quarter hours of graduate credit earned prior to the student's being accepted as a regular graduate student may be counted toward a graduate degree program.

Admission to Candidacy

An application for admission to candidacy for a master's degree should be submitted to the appropriate office not earlier than the completion of fifteen quarter hours of satisfactory graduate work, and not later than the first week of the final quarter in which the student is to be enrolled.

To be admitted to candidacy, a student must have satisfactory test scores, acceptable quality work, classification as a regular graduate student, and the approval of his school or major department.

See individual programs for specific requirements for admission to candidacy.

Required Hours

For those master's programs which require a thesis, the minimum number of hours for graduation is forty-five quarter hours plus fif-

teen quarter hours credit for theses. Thirty of these credit hours must be in the major field. For those master's programs which do not require a thesis, sixty hours is the minimum, with a minimum of forty credit hours in the major field.

In compliance with the University System of Georgia policy, a minimum of one-half of the hours required for the degree must be earned in residence. A maximum of one-half of the hours required for the degree may be earned in courses offered off campus, including courses offered through the Area Teacher Education Services.

The non-thesis Master of Science program for students who major in psychology requires 15 quarter hours of credit. For PSY 696 (**Internship/Externship**), and it is recommended also that the student acquire professional competence in his chosen area of specialization either through the internship or other appropriate experience.

Residence

No more than fifteen quarter hours of credits or their equivalents can be transferred from another institution. The student must be registered in the college during the quarter in which he completes his requirements for graduation. The total number of hours to be transferred must be recommended by the school or department offering the degree program.

Time Limit

All work including the thesis and the comprehensive examinations must be completed within a six-year period. This period includes work accepted for transfer and accepted through ATEs.

Language Requirements

Each department or school offering a major in the M.S. program will require an appropriate research tool. Examples of such would include one or more courses in computer science, research methodology, or statistics, or a means of measuring reading competency in a foreign language. If applicable, the Department of Languages and Literature will approve and, if appropriate, administer the examinations which measure language reading competency.

Thesis

A thesis may be required for the M.S. degrees. The thesis must meet the standards set by the school. Any student following the thesis option will be guided in the thesis work by his or her advisory committee. When appropriate, the student must file three type-written copies of the thesis (original and two carbons) signed by the advisor and the dean of the appropriate school with the office of the dean of the school not later than two weeks prior to the date of graduation. (The school may require these theses to be bound at the student's expense). One copy at least should be permanently filed in the library.

A non-thesis option is applicable to the Master of Science degree. The non-thesis option is departmental; it is not an individual's option except as departmentally approved. The M.B.A. and the M.Ed. degrees do not require theses.

Comprehensive Examination

Each student is required to take a comprehensive examination which is oral and/or written at the discretion of the school or de-

partment. The examination covers all work prescribed by the student's program. In some programs, an outside member of the faculty will be present for the evaluation of the student via comprehensive examination and/or the defense of the thesis. This representation shall be from a different school or department other than that of the student. The student must be registered at the time of the examination.

Application for Graduation

The application must be completed and filed with the registrar no later than the mid-term date of the quarter preceding the final quarter of course work.

Payment of Financial Obligation

No student will be permitted to graduate if he or she is in default on any payment due to the college.

Faculty Approval

Students must be approved formally for graduation by the faculty.



The School of Arts and Sciences

Faculty

Dean

Tallman, R.D.

Department of Biology

Professor

Black, J.B.

Urban, E.K., Chair

Associate Professor

Bickert, J.H.

Gordon, J.E.

Stirewalt, H.L.

Stullken, R.E.

Wellnitz, W.R.

Assistant Professor

Richardson, R.K.

Department of Chemistry and Physics

Professor

Bowsher, H.F.

Ezell, R.L.

Turner, J.B., Chair

Associate Professor

Egekeze, J.O.

Richart, S. G.

Stroebel, G.G.

Assistant Professor

Andrews-Henry, H.

Department of Developmental Studies

Professor

House, E.A.

Associate Professor

Dodd, W.M., Acting Chair

Assistant Professor

Everett, O.M.

Rice, L.

Whittle, S.T.

Instructor

Cohen, J.T.

Craig, C.M.

Gardiner, T.C.

Luoma, K.E.

Richardson, S.

Stewart, B.B.

Story, N.

Department of Fine Arts

Professor

Drake, A.H.

Fominaya, E.

*Rosen, J.

Schaeffer, J.G., Acting Chair

*William S. Morris Eminent Scholar in Art

Associate Professor

Brown, M.R.

Toole, W.F.

Assistant Professor

Banister, L.L.

Comer, F.E.

Thevaos, A.D.
Williams, J.E.

Artist-in-Residence

Barton, A.
Bindler, N.

Department of History, Political Science and Philosophy

Professor

Callahan, H.
Cashin, E.J., Chair
Chen, G.P.
†Peden, W.C.
Tallman, R.D.
Walker, R.H.
†Callaway Professor of Philosophy

Associate Professor

Jensen, J.L.
Ramage, T.W.
Saggus, C.D.
Taylor, P.F.

Assistant Professor

Bourdouvalis, C.
Jones, C.T.
Martinez-Fernandez, L.
Murphy, C.P.H.
Whiting, R.A.

Department of Languages and Literature

Professor

Atkins, A.M.
Evans, W.E.
Garvey, J.W.
Johnson, L.B.
Johnson, W.J.
Willig, C.L.
Yonce, M.J.

Associate Professor

Blanchard, M.K.
DuBose, M.M.
Fanning, C.E.
Muto, E.T.
Prinsky, N.R.
Sandarg, J.I.

Stracke, J.R.
Wharton, T.F., Chair

Assistant Professor

Kellman, L.A.
May, J.C.
Pollard, L.O.
Sladky, P.D.
Smith, J.H.

Visiting Assistant Professor

Freeman, C.T.

Instructor

Aubrey, K.L.

Temporary Instructor

Handley, P.B.
Sutherland, N.E.

Writer-in-Residence

Shivers, L.

Department of Mathematics and Computer Science

Professor

Bompart, B.E.
Pettit, M.E., Acting Chair
Thompson, G.G.

Associate Professor

†Baker, A.F.
Benedict, J.M.
Brown, A.M.
Bryan, E.H.
Hamrick, A.K.
Maynard, F.J.
Turner, A.J.

Assistant Professor

Hermitage, S.A.
Houghton, R.C.
Medley, M.D.
Pollard, J.M.

Temporary Assistant Professor

Poling, D.J.
Rychly, C.J.

†On leave

Department of Military Science

Professor

Rivette, P.D., Chair

Assistant Professor

Boulay, S.H.

Dean, J.R.

Kuehn, M.

Department of Nursing

Professor

Skalak, C.H., Chair

Associate Professor

McDermott, M.M.

Newsome, G.G.

Assistant Professor

Anna, D.J.

Capers, E.S.

McDermott, M.M.

Respass, C.S.

Sisk, J.E.

Thomas, N.M.

Vincent, S.K.

Instructor

Cumbie, S.A.

Department of Psychology

Professor

Cahoon, D.D.

Edmonds, E.M.

Hobbs, S.H., Chair

Moon, W.H.

Sappington, J.T.

Associate Professor

Ellis, J.R.

Reeves, R.A.

Department of Sociology

Associate Professor

Betsch, S.J.

Johnston, R.L., Acting Chair

Reese, W.A.

Assistant Professor

Arthur, J.A.

Case, C.E.

Thompson, E.H.

The primary objectives of the School of Arts and Sciences are to assist in development of basic skills, to provide essentials of a general education, and to provide advanced subject-area competence needed by involved citizens in a democratic society. These objectives are pursued through the offering of masters, baccalaureate, and associate degree programs appropriate to college resources and the needs of the community. Another objective of the School of Arts and Sciences is to support degree programs in the School of Business Administration and the School of Education by providing a variety of graduate and undergraduate course work as well as courses that are preliminary to professional training in such fields as engineering, law, medicine, and military science.

The School of Arts and Sciences also offers a military science curriculum that prepares a student for a commission in the United States Army, the United States Army Reserve or the United States National Guard, and a variety of programs leading to minors.

The academic departments that comprise the School of Arts and Sciences are:

- Department of Biology
- Department of Chemistry and Physics
- Department of Developmental Studies
- Department of Fine Arts
- Department of History, Political Science, and Philosophy
- Department of Languages and Literature
- Department of Mathematics and Computer Science
- Department of Military Science
- Department of Nursing
- Department of Psychology
- Department of Sociology

The following is a list of majors available under the various degrees offered in the School of Arts and Sciences:

- Bachelor of Arts - Majors in art, communications, English, French, history, music, political science, psychology, sociology, and Spanish
- Bachelor of Science - Majors in biology, chemistry, computer science, mathematics, medical technology, physics, and physical science
- Bachelor of Fine arts - Major in studio art
- Bachelor of Music - Majors in performance and music education

Associate of Arts - Majors in criminal justice and general studies

Associate of Science - Major in nursing

Associate of Applied Science - Major in consumer electronics, data processing, drafting and design technology, electrical technology, electronic technology, instrumentation technology, medical laboratory technology.

Summary of the Academic Requirements of the Bachelor Degrees offered by the School of Arts and Sciences

The requirements for all degrees are outlined under **Graduation Requirements** and **General Degree Requirements** beginning on page 60 of this catalog and continuing through page 64. The **Core Curriculum**, which deals with the first two years of each of the majors in the Bachelor degrees, is covered in detail on pages 65-70 of this catalog. Humanities 323 is an additional degree requirement.

In the Bachelor of Arts Degrees and the Bachelor of Science Degrees, there are a number of choices of a major field of study and a minor field. A minimum of forty-five quarter hours must be earned in the major and a total of twenty to thirty hours in the minor, depending upon the field, must be earned with a grade of "C" or better in each course to meet the degree requirements. These requirements are spelled out in detail under the major or minor in the following section.

In addition, there may be foreign language or elective credit requirements. The total number of credit hours, exclusive of lower division physical education courses must be a minimum of 180.

The Bachelor of Music degree and the Bachelor of Fine Arts degree are more professionally oriented programs and require more hours in the major field. The performance major in the Bachelor of Music or the Bachelor of Fine Arts does not have a minor field. The Music Education major does have a minor in education and a reduced number of hours in music.

Requirements for the Bachelor of Arts Degree

	Hours
Area I of Core Curriculum (see page 65)	20
Area II of Core Curriculum (see page 65)	20
Area III of Core Curriculum (see page 66)	20
Area IV of Core Curriculum (see pages 66-70)	30
Degree Requirement: HUM 323	5
Major Courses (all grades must be C, or above)	*45
Minor Courses (all grades must be C, or above)	**25-30
Foreign Language, statistics and computer science, or electives depending on major	10-20
Physical education	7
Total hours required	187-197

* minimum
 ** minimum credits required vary with minor
 Free and restricted electives should be selected in consultation with the student's academic advisor.

Requirements for the Bachelor of Fine Arts Degree

	Hours
Area I of Core Curriculum (see page 65)	20
Area II of Core Curriculum (see page 65)	20
Area III of Core Curriculum (see page 66)	20
Area IV of Core Curriculum (see pages 66-70)	30
Degree requirement: HUM 323	5
Major courses (all grades must be C, or above)	75
Major Electives	25
Physical Education	7
Total hours required	202

Requirements for the Bachelor of Science Degree

	Hours
Area I of Core Curriculum (see page 65)	20
Area II of Core Curriculum (see page 65)	20
Area III of Core Curriculum (see page 66)	20
Area IV of Core Curriculum (see pages 66-70)	30
Degree Requirement: HUM 323	5
Major and Minor Courses (all grades must be C, or above)	75
Physical Education	7
Electives	10
Total hours required	187

Requirements for the Bachelor of Music Degree

	Hours
Area I of Core Curriculum (see page 65)	20
Area II of Core Curriculum (see page 65)	20
Area III of Core Curriculum (see page 66)	20
Area IV of Core Curriculum (see pages 66-70)	30
Degree requirement: HUM 323	5
Physical Education requirements	7

Sub-total (core and college requirements)	102
Performance major courses	87-107¹

Performance major electives (upper division)	15
Music Education major courses	72-75 ²
Education minor (for Music Education)	45

Total hours required for Performance major	189-209
Total hours required for Music Education major	219-222

¹ Performance major in voice requires proficiency in a foreign language through the 202 level.

² Music Education voice majors take six hours of diction courses; others take three hours of voice class.

Bachelor of Arts Degree Programs

Major in Art

The major in art under the Bachelor of Arts degree follows established guidelines for treating art as a subject within the framework of liberal arts. It is recommended for the student whose interest in art is cultural. The student more interested in the professional degree in studio work should refer to the section describing the Bachelor of Fine Arts degree. Specific departmental policy is listed under Bachelor of Fine Arts.

A student seeking certification to teach should minor in Education and fulfill the requirements under the Art section of Bachelor's Degree in Teaching Fields on page 199.

Requirements for a major in art: In addition to the general requirements of the college, each student must complete with a grade of C or better, a minimum of 55 credits, excluding Area IV, and produce a senior exhibit of significant quality and quantity. The usual sequence is: ART 102, ART 103, ART 131, ART 223, ART 231, ART 361 or ART 362 or ART 363, ART 311, ART 312, ART 313, ART 331 or ART 371, ART 372 or ART 472, ART 498, ART 494 plus 10 hours of art electives.

Major in Communications

A communications major must choose one of four tracks: the advertising-public relations track, the broadcast-film track, the drama-speech track, or the journalism track. Students in all tracks must take COM 200, COM 201 and COM 492. In addition:

All communications majors following the advertising-public relations track must take JRL 496; COM 300; two or three of the following courses: BCF 310, BCF 340, JRL 300, JRL 360, JRL 370; one or two of the following courses: BCF 320, BCF 410, JRL 305, JRL 440, JRL 470, JRL 495, SPC 311,

SPC 320; and two-four courses in speech, broadcast-film, journalism, or communication *not* listed in the preceding or in drama.

All communications majors following the broadcast-film track must take BCF 496; three of the following courses: BCF 305, BCF 310, BCF 330, and BCF 335; one of the following courses: BCF 320, BCF 410, BCF 435, and BCF 495; two 300-400 level courses in drama, journalism, or speech; COM 300; and one additional 300-400 level course in broadcast-film, drama, journalism, speech or communication.

All communications majors following the drama-speech track must take DRA 300 and either DRA 496 or SPC 496; two of the following courses: DRA 321, DRA 351, and SPC 300; one of the following courses: DRA 301, DRA 401, DRA 495, SPC 301, SPC 311, SPC 320, or SPC 495; two 300-400 level courses in broadcast-film or journalism; and two additional courses in broadcast-film, drama, journalism, speech, or communication.

All communications majors following the journalism track must take JRL 300 and 496 (internship); two of the following courses: JRL 305, JRL 315, and JRL 350; one of the following courses: JRL 310, JRL 320, and JRL 495; COM 300; two 300-400 level courses in broadcast-film, drama, or speech; and one additional 300-400 level course in broadcast-film, drama, journalism, speech, or communication.

Major in English

The English Major is principally devoted to the study of the great authors and literary movements of English and American literature. There is also available within the English Major **an emphasis in writing** which, while still requiring coursework in English or American Literature, trains students themselves to become skilled writers, whether creative or professional (either track is available). The writing emphasis is not a recommended career course for students seeking teacher certification.

The English Major

All students except those specializing in writing must take Review for Exit Exam (ENG

494); Shakespeare (ENG 455); at least three of the four English Literature survey courses (ENG 461, 462, 463, 464); and at least one of the two American Literature surveys (ENG 421 or 422).

Their choice, unless they are seeking teacher certification, of an additional four courses is thereafter entirely free. They may take additional coursework in periods, genres, or single authors of English or American Literature, but may also use their electives to develop concentrations in such fields as English language or linguistics or drama, or—though to a more limited extent than with the emphasis in Writing—in creative or professional writing.

Students who wish to become certified teachers must take Shakespeare (ENG 455); two English Literature survey courses (chosen from ENG 461, 462, 463, 464); one American Literature survey course (ENG 421 or 422); one additional survey course in English or American Literature (chosen from ENG 421, 422, 461, 462, 463, 464); History of the English Language (ENG 485); Teaching High School English (ENG 406); Advanced Writing (ENG 404); Review for Exit Exam (ENG 494); and two additional upper-level English courses.

The English Major: Writing

All students specializing in Writing must take the course in Theories of Writing (ENG 469), and two freely chosen courses in English and/or American Literature numbered between ENG 413 and 464.

Their remaining six courses will be devoted to the practice of writing. They may choose to direct their studies towards one of two tracks, creative or professional; or to take an equal number of courses from each track. There must, however, be some combination of the two: one course at least from each of the tracks, with the remaining required four distributed at will.

1. The Creative Writing track.

The available courses are:

Writing Songs and Poems (ENG 372); Sandhills (ENG 320); Poetry Workshop (ENG 472); Short Fiction Workshop (ENG 374); Fiction Workshop (ENG 474); Dramatic Writing (ENG 477); Major Project I (ENG 478); Ma-

lor Project II (ENG 479); or one more course in English and/or American Literature, language, linguistics or criticism (ENG 413 to 464, 470, 480, or 495).

2. The Professional Writing track.

The available courses are:

Advanced Composition (ENG 404); Technical Writing (ENG 306); Business Writing (ENG 305); Organizational Communications (COM 307); Introduction to Journalism (JRL 300); Copy Editing and Layout (JRL 315); Scriptwriting for Broadcast and Film (BCF 320); and no more than two from among News Writing (JRL 305). Feature Writing (JRL 310), and Advertising Copywriting (JRL 470).

Major in French

A student majoring in French must take nine courses above the 202 level, to include: Conversational French (FR 311); French Phonetics (FR 325); the two survey of literature courses (FR 320, FR 321); any other five French courses at the 300 or 400 level.

A student majoring in French and minoring in Education must take nine courses above the 202 level, to include: Conversational French (FR 311); French Composition (FR 312); one of the survey of literature courses (FR 320, 321); French Culture (FR 316); French Phonetics (FR 325); Foreign Language Teaching Methodologies (FR 461); and any other three French courses at the 300 or 400 level.

Major in History

The Department of History, Political Science, and Philosophy offers several major and minor programs. Selection of courses including the sequence in which they are taken is to be made in consultation with the designated academic advisors in the department.

Requirements for a major in history: The student contemplating study beyond the baccalaureate level is encouraged to take one and, if possible, two languages through the intermediate level.

All history majors are required to earn acceptable credits in HIS 115, 116, 211 and 212, or their equivalents, 499 and forty hours from the offerings on the 300 and 400 levels. Concentration of more than three courses in any field of history in the upper division level is discouraged. Graduating majors must submit at least four term papers for an exit interview and take the Major Field Achievement test in history.

Requirements for a history major with a minor in secondary education (prospective teacher): Completion of the core program for a Bachelor of Arts, completion of the non-history required courses for the junior and senior years, 479, 499, and thirty-five (35) quarter hours from departmental offerings on the 300 or 400 level. No more than two courses should be taken in any one field. Graduating majors must submit at least four term papers for an exit interview and take the Major Field Achievement test in history.

Major in Music

The major in music under the Bachelor of Arts degree follows established guidelines for programs treating music as a subject within the framework of the liberal arts. It is recommended for those students whose interest in music is cultural rather than professional. Those students more interested in the professional degree should refer to the section describing the Bachelor of Music degree with majors in performance and in music education.

Requirements for major in music: In addition to Augusta College's general requirements (including Area IV), each student must complete the following, with all grades of C or better:

- 1) Courses: MUS 312, 316, 317, 318, 321, 322, 323 (18 hours);
- 2) Six credits of upper division music electives other than ensemble or applied music.
- 3) Foreign language requirements are as follows: Twenty credits in one foreign language or proficiency to the 202 level OR ten credits in one foreign language plus ten credits in upper division music electives other than ensemble or ten credits in business electives for

business minors. Voice majors, however, are still required to earn the 20 credits or 202 level proficiency in a foreign language.

4) Satisfaction of all Applied Music Requirements as listed in this catalog under the Bachelor of Music programs (note that these requirements include a minimum of 18 hours in major applied music and quarterly participation in a major music ensemble).

Music Business Concentration

A student majoring in music on the Bachelor of Arts program may earn a minor in Business Administration in preparation for a career in one of the many business areas of the music field.

Major in Political Science

A major and a minor in political science are both offered within the framework of the History, Political Science, and Philosophy Department. All courses submitted for credit in the major or minor must carry a grade of C or better. Political science majors are encouraged, insofar as it is feasible, to have a minor in history, sociology, or philosophy. Selection of courses and the sequence in which they are taken should be made in consultation with the designated academic advisors in the department.

The objective of the political science program is focused on the study of politics, governments, governmental systems, and the making of public policy. The B.A. degree is offered to better prepare the citizen to exercise political responsibilities and to ground the student for subsequent functioning in the public political system. The major is also structured to prepare the student for post-graduate study in (a) political science, (b) professional schools of law, journalism, international relations, and public administration, and (c) for post-graduate work leading to specialized careers in research and teaching.

Requirements for a major in political science: All political science majors are to complete a minimum of forty-five additional credits from the 300 and 400 level political science courses.

Major in Political Science Public Administration Option

The major in political science with a Public Administration concentration will prepare students for careers in government administration, private research and consulting firms, and public planning agencies.

Course requirements: Area IV requirements are the same as those listed for political science. Students are advised to take POL 201 and SOC 101 to partly meet Area III requirements.

Political Science (20 quarter hours):

POL 411—Principles of Public Administration

POL 412—Governmental Organization and Administrative Theory

POL 401—State Government

POL 402—Urban Government and Politics

Sociology (15 quarter hours):

Any 3 of the following:

SOC 202—Contemporary Social Problems

SOC 311—Comparative Communities

SOC 322—Population Theory

SOC 342—Social Stratification

Business (10 quarter hours):

ACC 211—Principles of Accounting I

ACC 212—Principles of Accounting II

Economics (10 quarter hours):

ECN 251—Microeconomics

FIN 471—Public Finance

POL 496—Undergraduate Internship (Option)

A 10-15 hour internship with an applicable agency which will be agreed upon between the student and the Director of the Public Administration Program. (This option can be substituted for 10-15 upper division hours with the approval of the Director of the Public Administration Program).

Paralegal Certificate Program (Non-Credit)

A non-credit certificate program consisting of seven courses is offered under the auspices of Political Science.

Admission to Paralegal Program: Applicants must submit official transcripts showing the equivalent of ninety quarter hours of transferable credit from a regionally accredited college or university. Applicants must be approved for regular admission to the college, and must be approved by the Director of the Paralegal Program before registering for any courses in the Paralegal curriculum.

Major in Psychology

Psychology is a discipline whose primary task is the scientific study of behavior. Within that framework, the Psychology Department assumes several functions. First, it provides an opportunity for students wishing to major in psychology, but not planning to attend graduate school, to study the discipline within a liberal arts framework and to develop some appropriate perspectives and skills. Second, it furnishes a solid technical and theoretical background for those majors who wish to pursue advanced degrees. Third, the department provides a variety of courses and experiences designed to meet general academic needs of students in other disciplines, including minor area needs.

To fulfill the first two functions, advisors assist students majoring in psychology with selecting an appropriate sequence of courses, any one of which leads to a B.A. degree in psychology. All courses of study require Principles of Psychology (PSY 101) and a minimum of 45 hours in upper-division psychology courses, including PSY 351 and PSY 322. Students wishing an applied focus are encouraged to include Psychological Tests and Measurement (PSY 442) and up to 10 hours of Undergraduate Internship (PSY 496) in their program. Internship students receive on-site and on-campus supervision, and additional internships may be taken and counted toward selective credit. Students wishing a more basic course of study, especially those planning on attending graduate school, will be encouraged to take a balance of experimental, applied and theoretical courses.

Course requirements for the major in psychology: All psychology majors must take

PSY 101 and earn a C or better in 45 hours of upper-division courses approved by the advisor, including Quantitative Methods (PSY 351) and Experimental Psychology (PSY 322). Honors Seminar in Psychology (PSY 195) and Personal Adjustment (PSY 245), if taken, are creditable toward Area IV requirements, as is PSY 101. See page 70 for other Area IV options for the B.A. degree in psychology.

Major in Sociology

Sociology is the study of social interaction at two basic levels—the micro and the macro. The Sociology Department is interested in helping the student explore and develop an understanding of these basic levels of social interaction and the relationship between them. The major purposes of the Sociology Department are to orient students to the social structure and social processes of the society in which they live; to develop further their appreciation of, and respect for, the diversity of human groups, social structures and social processes throughout the world; to stimulate constructive analysis of social structure and process within the substantive areas of the disciplines represented in the Department; to encourage further research in these substantive areas; and to develop in students the ability to apply the knowledge and skills of the respective disciplines in ways that enhance employment opportunities and functioning in everyday life.

A minimum grade point average of C is required in the introductory course for all students majoring or minoring in sociology, gerontology, or social work. No more than 10 hours of transfer credits in upper division courses may be applied to the sociology major or minor.

Requirements for a major in sociology: All sociology majors are required to take SOC 101 and SOC 202, a minimum of nine additional approved sociology courses including SOC 380, SOC 381 and SOC 382, a 300- and a 400-level course from a departmentally designated track, a minor concentration of not less than twenty-five quarter hours, and ten to fifteen hours of general electives. Majors must demonstrate competence of basic

sociological concepts prior to admission to 300/400-level sociology courses.

The Department of Sociology offers minors in sociology, gerontology, social work, and general studies.

Major in Sociology, Criminal Justice Option

The major in sociology with a criminal justice concentration will prepare students for careers in law enforcement, the courts, and corrections at both the juvenile and adult levels.

Requirements for a major in sociology:
Criminal justice option.

Area IV requirements are: Foreign Language Sequence or MAT 221 and CSC 205 or MIS 210; SOC 101; CJ 103; and POL 204. Major requirements are: SOC 330; SOC 431 or SOC 432; CJ 229 or CJ 333; POL 304; POL 412; SOC 380; SOC 381; and SOC 382; and one sociology elective. Majors must demonstrate competence of basic sociological concepts prior to admission in 300/400-level sociology courses.

Major in Spanish

A student majoring in Spanish must take nine courses above the 202 level, to include: Conversational Spanish (SP 311); Spanish Phonetics (SP 325); two survey of literature courses (SP 320, 321, 322, 323); any other five Spanish courses at the 300 or 400 level.

A student majoring in Spanish and minoring in Education must take nine courses above the 202 level, to include: Conversational Spanish (SP 311); Spanish Composition (SP 312); one of the four survey of literature courses (SP 320, 321, 322, 323); one course in culture (SP 316, 317 or 318); Spanish Phonetics (SP 325); Foreign Language Teaching Methodologies (SP 461); and any other three Spanish courses at the 300 or 400 level.

Bachelor of Fine Arts Degree Program

The Bachelor of Fine Arts degree is offered by the Fine Arts Department. The BFA pro-

gram is designed to prepare students for professional careers in art. Students who plan to pursue graduate degrees in art should elect the Bachelor of Fine Arts program.

The art major must complete with a grade of C or better at least 130 credit hours in art to include:

ART 102	5
ART 103	5
ART 131	5
ART 223	5
ART 231	5
ART 241	5
ART 331	5
ART 341 or ART 342	5
ART 365	5
ART 371	5
ART 372 or ART 472	5
ART 497	5
ART 498	5
ART 361, 362, 363 (select two)	10
ART 311	5
ART 312	5
ART 313	5
ART 411, 412, 413 (select one)	5
ART 323, 324, 372, 424, 425, 426, 472 (Select three; one must be 372 or 472)	15
ART Electives	25

Any art major will be required to have a faculty review after the completion of the following courses: ART 102, 103, 131 and 20 additional studio hours. Transfer students are included with the provision that at least five of these hours be done in residence at Augusta College. In addition, students will be required to submit a minimum of 10 examples of their art work to include at least one example from each of the studio courses used to fulfill the 35-hour requirement.

A senior exhibit (ART 497) of significant quality and quantity approved by the art faculty is required of all art majors. This exhibit also serves to satisfy the College Senior Exit Examination requirement.

Bachelor of Science Degree Programs

Major in Biology

The Biology Department seeks to provide a variety of courses that allow the student to

develop an attitude of scientific inquiry as well as a foundation for graduate and other professional study. Students majoring or minoring in biology should see a biology faculty member as early in their career as possible.

Requirements for the major in biology.

The student should note that MAT 107 and MAT 115, CHM 121-122, and BIO 101-102 in the Core Curriculum are prerequisites for upper level courses in biology. MAT 201 is required if the student desires a minor in chemistry. A grade of C or better is required in all biology courses. Required biology courses are:

	Hours
BIO 101 and 102	10
BIO 330, 331 and either 332 or 334 or 336	15
BIO 342	5
BIO 401	5
BIO 402	5
BIO 498	2
BIOLOGY electives (upper division)	15
Other specific courses required of the biology major are:	
PCS 201 and either 202 or 203	10
Foreign Language or	
MAT 221 and CSC 205 or 211	10

A chemistry minor is strongly recommended for pre-professional students and those who anticipate graduate studies in biology and related fields.

Major in Chemistry

There are two tracks within the major in chemistry. The professional track prepares the student for graduate work in chemistry and provides for job entry level as chemist. The preprofessional track is ideal for pre-med, pre-dentistry, or pre-law entry into graduate work in biochemistry and job entry at the technical level. The first two years are very much the same, so a decision may be delayed as to the track desired.

Requirements for the professional major in chemistry. CHM 121, 122, 123, 281(6), 381(3), 484(3), 485(3), 341(6), 342(6), 343(6), 372(6), 373(6), 374(6), 421, 451, + 10 hours of PSC 398. An appropriate computer course is required as well as MAT 201,

202, 203, 212, and 302. Physics 211, 212, 213.

Requirements for the pre-professional major in chemistry. CHM 121, 122, 123, 281(6), 381(3), 484(3), 485(3), 341(6), 342(6), 371, 421, 451 +10 hours of PSC 398. An appropriate computer course is required as well as MAT 201, 202, 221. Physics 201, 202, 203.

Major in Computer Science

A major and a minor in computer science are offered by the Department of Mathematics and Computer Science.

Requirements for the major in computer science. A student selecting computer science as a field of concentration must take MAT 201, 202, and 203. MAT 303 and either ACC 211, or MAT 204, or MAT 221. Other courses required for the computer science major are:

	Hours
CSC 211, 212, 215	15
CSC 301, 351, 361, 371, 451	25
Either CSC 401 or MAT 435	5
Select additional approved courses from the following:	10
CSC 355, 401, 411, 421, 441, 452, 461, 466, 495, 496, 499	
MAT 381	
All prerequisite courses must be completed with a grade of C or better.	

Major in Mathematics

Requirements for the major in mathematics. A student selecting mathematics as a field of concentration must take the calculus and analytic geometry sequence: MAT 201-202-203-204, and MAT 303 (Symbolic Logic and Set Theory), and CSC 211 (Principles of Computer Programming). Mathematics majors must complete either CHM 121 and 122, PCS 211 and 212, or BIO 101 and 102. The remaining mathematics courses must be at the 300-400 level as follows:

	Hours
MAT 302	5
MAT 321, 322	10
Select 20 hours of approved courses	

from the following:	20
MAT 325, 326, 331, 381, 401, 402, 431, 435, 441, 451, 481, 490, 495, 496, 499	
(325, 381, 431 are required for teacher certification)	
Upper division electives	10
MAT 456 (teacher certification only)	5

Major in Medical Technology

A student entering this program should express an interest as early as possible so his or her advisor can help in arranging the program of study. The first three years will be in science and liberal arts. The fourth year, taken at an American Association of Clinical Pathologists approved hospital, will involve clinical laboratory subjects. In addition to core curriculum requirements in Areas I-IV, the student is expected to complete the following courses with a grade of C or better:

	Hours
BIO 311, 315, 401, 402	20
CHM 281, 341, 342	18
Foreign language or MAT 221 and CSC 205 or 211	10

The fourth year (12 months) will involve practical and didactic work in biochemistry, hematology, bacteriology, urinalysis, blood banking, parasitology, histological technique, serology, and related subjects, depending upon the particular hospital which the student attends. The student must earn the equivalent of a C or better for this year of clinical experience. For details of this program, the student should consult with a medical technology advisor in the Biology Department.

Major in Physical Science

The major in physical science is offered by the Department of Chemistry & Physics. The major includes the necessary physics for science teaching certification when physics is the chosen area of concentration.

The student majoring in physical science must complete the core and all general degree requirements. A satisfactory oral examination is required of all seniors prior to graduation. Required courses for the major are as follows:

	Hours
PCS 211, 212, 213	
or PCS 201, 202, 203	15
PCS 301, 302, 451, 452	24
Either PCS 325 or 405	5
Select one of the following:	
PCS 304, 326, 406, 453	5-6
CHM 121, 122, 123	15
PSC 102	5
PSC 398	8
MAT 115, 201, 202, 203	20
Either CSC 206 or 205	5

Additional courses (not required for the major but) required for science certification are determined by the School of Education and the State Board of Education. These currently include education courses and 15 hours of biology.

Major in Physics

Requirements for a major in physics. All physics majors are required to take an appropriate computer science course, PCS 211, 212, 213, 301, 302, 304, 325, 326, 405, 406, 451, 452, 453, MAT 302 and ten quarter hours of PSC 398. A satisfactory oral examination is required of all seniors prior to graduation.

Bachelor of Music Degree Programs

The Bachelor of Music degree is offered by the Department of Fine Arts with a major in performance and a major in music education.

The student majoring in these areas must complete the general core requirement for the bachelor's degree plus Area IV requirements relating to Music.

Area IV core curriculum requirements are included in the summaries below.

MAJOR: Performance

Music Literature and Music History (MUS 105, 321, 322, 323)	15
Music Theory (MUS 111, 112, 211, 212)	12
Ear Training and Sight Singing (MUS 125, 126, 127, 316, 317, 318)	6
Advanced Music Theory (MUS 313,	

314)	6
Counterpoint (MUS 312)	3
Form and Analysis (MUS 416)	3
Orchestration (MUS 411, 412, 413)	6
Conducting (MUS 461, 462, 463)	6
Upper division music electives (no more than six of these hours in upper division applied music or in upper division ensemble/Opera Theatre)	15
Ensemble or accompanying electives (upper division)	6
Applied music (see Applied Music Requirements)	24
Junior Recital	0
Senior Recital	3
Major Ensemble (see Applied Music Requirements)	12
For voice majors: proficiency in a foreign language through the 202 level	0-20
Recital Lab (MUS 195) each quarter	0
Music course total	117-137
Additional college general education courses	72
Total for degree	189-209

MAJOR: MUSIC EDUCATION

Music Literature and Music History (MUS 105, 321, 322, 323)	15
Music Theory (MUS 111, 112, 211, 212)	12
Ear Training and Sight Singing (MUS 125, 126, 127, 316, 317, 318)	6
Counterpoint (MUS 312)	3
Form and analysis (MUS 416)	3
Orchestration (MUS 411, 412)	4
Conducting (MUS 461, 462, 463)	6
Applied music (see Applied Music Requirements)	22
Junior Recital	0
Major Ensemble (see Applied Music Requirements)	11
Class Voice for non-voice majors, 3 hours (MUS 231) or Italian, French, and German Diction for voice majors, 6 hours (MUS 334, 335, 336)	3-6
Instrumental Methods (MUS 371, 372, 373, 374)	8
Elementary, Choral, and Band/Orchestra Methods (MUS 352, 375, 376)	9
Recital Lab (MUS 195) each quarter	0

Total Music and Music Education Courses	102-105
MINOR IN EDUCATION (EDU 205, 306, 335, 440, 456, 458, 434)	45
Additional college general education courses	72
Total for degree	219-222

Applied Music Requirements

1. Each music major and minor must earn sufficient credits in one area of applied music with a grade of C or better to satisfy the following requirements for minimum number of hours and ‘‘applied proficiency level’’:

	Hrs.	APL
Bachelor of Music in Performance	24*	9
Bachelor of Music in Education	22*	7
Bachelor of Arts, Major in Music	18	6
Minor in Music	12	5

*This must include at least 4 hours of upper division (300 level) credits for the Music Education major, 8 hours of upper division credits for the performance major, or 2 hours of upper division credits for the B.A. music major.

2. Each music major must perform for a quarterly jury examination in the major applied area. The jury will be equivalent of a final examination in applied music and will be counted as one-fifth of the final grade. The examining committee has the responsibility of assigning appropriate applied proficiency levels within the lower and upper divisions. Non-music majors, music minors, and music majors taking lessons outside of their major applied areas may be required, at the option of the teacher, to take a jury examination regardless of the number of hours of enrolled credit. Music minors must appear on one or more jury examinations in order to be evaluated for their applied proficiency level prior to completion of their degree requirements. The policy for students missing jury examinations is as follows: If a student misses a jury examination for illness or other acceptable non-academic rea-

sons, the instructor may give a grade of Incomplete for that quarter. If a student misses a jury examination for other reasons, the final grade is averaged with a zero counting one-fifth of the final grade. Exceptions to the above policies can be made only after appeal to the chairman and faculty.

3. At the completion of APL 5, each student must perform an upper divisional examination before a full faculty committee. At this time the committee will make recommendations concerning applied music progress and enrollment in upper division applied music courses.
4. A student completing degrees in the Bachelor of Music programs must perform a junior recital. A student completing the Bachelor of Music in Performance must also perform a senior recital. Recital approval hearings must be scheduled at least one month prior to the recital.

In addition to the course requirements, the following departmental requirements must be met:

- a. Enrollment in MUS 195 is required during fall, winter, and spring quarters for all full-time music majors (12 or more hours). All majors must earn at least 9 quarters of satisfactory grades in MUS 195 prior to graduation.
- b. **Student Recitals:** At least once before the end of the first three quarters of applied music study, and at least once during the period of every three quarters enrolled thereafter, each music major must perform on a student recital in the student’s major applied area. The applied music grade will be lowered one letter grade during any quarter that a student fails to fulfill this requirement.
- c. A basic knowledge of piano must be demonstrated through examination by the piano faculty. All music majors must enroll in class piano until the piano proficiency has been successfully passed. Specific proficiency requirements are available from the piano faculty.
- d. Entering freshmen and transfer students will be given placement ex-

aminations in applied music and theory. Secondary applied music may be taken without audition.

- e. Participation for credit, or audit, in a major music ensemble is required in fall, winter, and spring quarters of all full-time music majors until graduation, as follows: Wind and percussion majors must enroll in Concert Band (MUS 174A); Voice majors must enroll in Choir (MUS 171A); String majors must enroll in Orchestra (MUS 173A); Keyboard majors must enroll in one of these three groups. Other music ensembles may be taken for elective credit. After a student has earned 12 hours of credit (or 11 hours if a music education major) in the major performing ensemble, the student may petition the faculty for special consideration concerning participation in that ensemble.
- f. A student who performs a junior or senior recital is not required to perform for a quarterly jury during the quarter in which the recital is performed.
- g. Piano Proficiency exams and Upper Division Applied Auditions must be completed prior to the departmental approval/signing of the application for graduation.
- h. After a music major has completed the minimum number of hours of applied music and/or achieved the required applied proficiency level, applied music study must continue for full-time students until graduation. The study may be for audit or for one or two hours of credit each quarter enrolled. A student is not required, however, to take applied music while student teaching unless the student's junior or senior recital is given during that quarter. Any student giving a recital must take applied music during the quarter of the recital, regardless of whether the student is full-time or not.
- i. A student may petition the music faculty concerning the fulfillment of any of the above requirements but will be responsible for presenting

convincing evidence to support any requested waivers.

Pre-Professional Programs

Students interested in continuing their education in graduate or professional schools should communicate this desire to their academic advisors early in their careers at Augusta College.

Suggestions for obtaining advice are made in the following descriptions.

Pre-Engineering

A pre-engineering program is offered at Augusta College which includes most of the required courses for freshmen and sophomores at colleges of engineering.

Pre-engineering students should take the following:

	Hours
CHM 121-122 General Chemistry	10
Computer Science (CSC 206 preferred)	5
MAT 115 Precalculus Mathematics	5
MAT 201-202 Calculus and Analytic Geometry I-II	10
MAT 203-204 Calculus and Analytic Geometry III—IV	10
MAT 302 Differential Equations	5
PCS 211-212-213 Physics	15

Students should consult with their academic advisors in selecting electives. Students who plan to graduate within the University System of Georgia should select courses within Areas I and III of the Core.

Pre-Law

The Political Science faculty will advise students interested in studying law and will provide information on pre-law training, law school admission policies, examinations, and other pertinent information.

The student also may be assigned an advisor in another subject-matter area, such as history or business administration, in which he has chosen to major in pursuing his pre-law program.

Pre-Medical, Pre-Dental, and Related Allied Health Fields

Due to Augusta College's close proximity and working relationship with the Medical College of Georgia, students can easily obtain advice on admission requirements, curricula, financial aid, and other matters pertaining to programs offered by the Medical College of Georgia.

An undergraduate degree is not specifically required by either medical or dental schools but it does increase the student's chance of admission. Students are advised to contact the pre-medical or pre-dental advisor in the Department of Biology for additional information.

Pre-Medical

Medical schools normally require a minimum of one academic year (3 quarters) of inorganic chemistry, organic chemistry, biology (with laboratory), and physics. General liberal arts courses are also required. Students planning to enter medical school normally complete four full academic years at Augusta College.

Pre-Dental

Dental schools normally require a minimum of two quarters of inorganic chemistry, two quarters of organic chemistry, two quarters of biology (with laboratory), and two quarters of physics. General liberal arts courses are also required. Students planning to enter dental school normally complete three to four full academic years at Augusta College.

Pre-Clinical Psychology

Students interested in doctoral programs in Clinical Psychology should contact the Chairman of the Psychology Department.

Allied Health Sciences

Augusta College offers programs leading to an Associate of Arts degree with a major in nursing and to a Bachelor of Science degree with a major in medical technology. In addition, the necessary liberal arts courses are available to prepare the student to enter Allied Health programs provided by the Med-

ical College of Georgia. Details of the Medical College Programs are given on pages 108-109 of this catalog.

A member of the Department of Biology should be contacted for specific information, and the student is urged to contact the specific department of interest at the Medical College early in his enrollment at Augusta College. In the case of a major in nursing, a member of the Department of Nursing should be contacted.

Other Pre-Professional Majors

Pre-Forestry

Students interested in forestry should contact the pre-forestry advisor in the Department of Biology.

Pre-Optometry

The requirements for admission to the schools and colleges of optometry are variable. Typically, the requirements include courses in English, mathematics, physics, chemistry, and biology or zoology. Some schools and colleges have requirements in psychology, social sciences, literature, philosophy, and foreign languages.

The pre-optometry requirements represent a minimum of two academic years of study, all of which may be taken on this campus.

For specific information and for assistance in planning a course of study in pre-optometry, contact the pre-optometry advisor in the Department of Biology.

Pre-Pharmacy

Students interested in pharmacy should contact the pre-pharmacy advisor in the Department of Biology.

Pre-Veterinary Medicine

Students interested in veterinary medicine should contact the pre-veterinary advisor in the Department of Biology.

Graduate Schools

Students who plan to continue study beyond the bachelor's degree should consult regularly with advisors in their major fields regarding requirements of various graduate schools and their programs.

Military Science

Army ROTC is a four-year coeducational program dedicated to developing college-educated men and women to serve as Army officers in the Active Army, Army Reserve, and Army National Guard in positions requiring a sense of responsibility, dedication, and varied managerial skills. The program stresses leadership skills to contribute to the education of both non-career and career-oriented individuals. The program is subdivided into a two-year basic and a two-year advanced program. There is no obligation for any basic program course taken.

General

The Department of Military Science is a Senior Division, Reserve Officer Training Corps (ROTC) Instructor Group, staffed by both active army and reserve component personnel. The department provides a military science curriculum available to fully enrolled students of Augusta College, Paine College, USC-Aiken, and the Medical College of Georgia that ultimately qualifies the college graduate for a commission as an officer in the U.S. Army, United States Army Reserve, or the United States Army National Guard. The highly coveted commission adds an extra dimension to the student's employment capability in that, upon graduation from college, the student may have either a military or a civilian career employment option.

The curriculum is divided into two parts: the lower division, or Basic Course, and the upper division, or Advanced Course. Basic course classes are open to all students enrolled at any of the above colleges; however, basic course classes are normally attended by freshman and sophomore level students. A student enrolling in the advanced course must have completed a minimum of six basic military science courses or equivalent basic course credit and have prior approval from the Military Science Department Chairman. A student enrolled in the basic course classes incurs no obligation to the U.S. Army. Advanced course students are obligated to serve on active duty in the U.S. Army for a minimum of three months and are paid a subsistence allowance of \$100.00 per month for up to 20 academic months while in college.

They also receive half the base pay of a 2nd Lieutenant for 6 weeks (approximately \$800) while attending the advanced camp. Other training opportunities such as Ranger School, Airborne School, Jungle Warfare School, Arctic Warfare School, Air Assault School, and Cadet Troop Leadership Training in active units are available on a competitive basis with military subsistence and some paid benefits. Academic credit is granted for all military science course work. A student in any major/minor field of study is eligible. During the senior year (MS IV) of study the student is offered the options to select the type of job that he or she desires to perform, the first permanent duty post, and the type of commission, either Regular Army or Army Reserve, that he or she prefers. All textbooks, class materials, and necessary uniforms are provided by the Army at no charge to the individual. Credits earned within the Military Science Department apply toward graduation. Any advanced course credits earned apply within the general studies minor.

The Scholarship Program

The Army ROTC Scholarship Program awards full-time four, three, and two-year scholarships to eligible students on a competitive basis. The Department of Military Science accepts applications for two and three-year ROTC scholarships throughout the year. A student does not have to be currently enrolled in ROTC to apply for two and three-year scholarships. Each scholarship pays for tuition, books, lab fees, and other educational expenses. In addition, all ROTC scholarship students receive \$100 per month for up to 10 months of each school year the scholarship is in effect.

The Simultaneous Membership Program

The Simultaneous Membership Program is a program that allows cadets to be enrolled in the Military Science Advanced Course and a local Army National Guard or Army Reserve unit at the same time. The benefits of this program are that cadets not only receive \$100 per academic month from the Military Science Department, but also receive drill pay

from their Army National Guard or Army Reserve unit equivalent to a sergeant's pay. Cadets in the Simultaneous Membership Program perform the duties of an officer trainee in their Army National Guard or Army Reserve unit. This program provides valuable management experience which will interest future employers and prepare cadets for leadership and management positions after graduation.

Basic Camp

A student who did not participate in the basic program who has at least two years remaining before graduation may qualify for the advanced program through a six-week summer camp given at Fort Knox, Kentucky, each year. This program enables the student to determine if he or she desires a career in the military and qualifies the student for the advanced course if he or she chooses. No obligation is incurred at attending Basic Camp. The student is paid half the base pay of a 2nd Lieutenant plus travel, board, and lodging. The student also has the opportunity to compete for two-year scholarships.

Ways to Qualify for the Advanced Course

1. Complete 3 years JROTC in high school.
2. Complete 2-year college basic program.
3. Veteran of any U.S. Armed Forces.
4. Complete basic summer camp.
5. Complete Army Basic Training with a National Guard or Reserve Unit.

Curriculum

Basic Course

The Basic Course comprises the first two years of the military science curriculum (MS I and MS II). Completion or credit for completion of the Basic Course is a requirement for admission to the Advanced Course. Completion for the non-veteran and non-Junior ROTC student requires 12 credit hours of the following, including MIL 101, 102, and 201:

Required Courses	Credits
MIL 101 Introduction to Army ROTC	2
MIL 102 CPR and First Aid	2
MIL 201 Map Reading	2
Electives	
MIL 104 Survival	2
MIL 105 Adventure Training	2
MIL 202 U.S. Weapons	2
MIL 203 Soviet Bloc Weapons	2
MIL 204 Communications	2
MIL 206 Military Leadership and Management	2

Credit for completion of the Basic Course may be awarded through any one of the methods listed below:

(1) Attendance and successful completion of the above curriculum.

(2) Compression: While the normal sequence of course work requires two full academic years, it is possible to compress the course work into less than two years. This is accomplished by the student's taking two Military Science courses during the same quarter. Compression is not recommended or desired, but will be considered on an individual basis by the Department Chairman.

(3) Exemption: Exemption credit for all or part of the basic course may be granted upon presentation of evidence that the student has had equivalent training. Examples of such training are active military service, Senior Division Navy or Air Force ROTC credit, or 3 years Junior ROTC credit. In every case, exemption credit must be approved by the department chairman. No academic credit is given for courses exempted under this program.

Advanced Course

The Advanced Course consists usually of the junior and senior years. Eligibility requirements for enrolling in the Advanced Course are:

(1) Accumulative grade point average of 2.00 or higher.

(2) Completion, or credit for completion, of the basic course.

(3) Meeting Army physical requirements (conducted at Dwight D. Eisenhower Army Medical Center at government expense).

(4) Permission of the Department Chairman.

The Advanced Course includes a six-week summer camp (MIL 304, Undergraduate Internship) at Fort Riley, Kansas. Advanced Course work is as follows:

MS III	Credits
*MIL 301 Advanced Map Reading and Communications	3
*MIL 302 Tactical Military Leadership & Management	3
*MIL 303 Military Skills Development	3
**MIL 304 Undergraduate Internship	5

MS IV	
*MIL 401 Command Military Leadership and Management	3
*MIL 402 Staff Military Leadership and Management	3
MIL 403 Methods of Instruction	3

*Required courses.

**Advanced course cadets do not have to register but they must attend and successfully complete this internship (advanced camp).

Professional Military Education Requirements

The principal element of the Professional Military Education (PME) requirement is the baccalaureate degree. As an integral part of that undergraduate education, prospective officers are required to take at least one course in each of the following seven fields of study:

- Human Behavior
- Written Communications Skills
- Math Reasoning
- Computer Literacy
- Military History
- National Security Policy
- Management

Courses in Written Communication Skills and Human Behavior must be completed prior to commissioning. Course work in the other three areas may be deferred with the approval of the Professor of Military Science. All officers, however, must have completed any deferred course work by the end of their tenth year of commissioned service in order to be eligible for further promotion.

The following courses are approved and will satisfy the course requirement for their respective area:

Human Behavior

- PSY 101 Principles of Psychology
- PSY 195 Honors Seminars in Psychology
- PSY 245 Personal Adjustment
- PSY 311 Child Psychology
- PSY 337 Abnormal Psychology
- PSY 443 Industrial and Organizational Psychology
- PSY 445 Clinical Psychology
- PSY 462 Principles and Theories of Learning
- PSY 473 Social Psychology
- PSY 485 Comparative Psychology
- BUS 606 Organization Behavior
- EDU 302 Human Development in the Educational Process

Written Communication Skills

- ENG 052 Expository Writing
- ENG 101 College Composition I
- ENG 102 College Composition II
- ENG 111 Freshman English
- ENG 271 Report Writing
- ENG 311 Creative Writing
- ENG 404 Advanced Composition

Military History

- HIS 357 Military History of the Western World
- HIS 457 Military History of the U.S.

National Security Policy

- HIS 495 Selected Topics—National Security
- POL 350 Comparative European Governments
- POL 450 World Politics
- POL 451 International Law & Organization

Management

- MGT 363 Administrative Theory & Practice
- MGT 434 Human Resources Management
- MGT 461 Organizational Behavior
- MGT 463 Organizational Theory and Management
- MSC 322 Operations & Production Management
- MSC 424 Advanced Operations & Production Management

Math Reasoning

- MAT 107 College Algebra or course equivalent

Computer Literacy

CSC 205 Introduction to Computers and Programming

CSC 211 Principles of Computer Programming or course equivalent

Extracurricular Activities

The Military Science Department sponsors a variety of campus extracurricular activities open to all students. These include rappelling, physical training, Association of the U.S. Army Company, marksmanship training, cadet color guard, social events, field trips, adventure training, civic activities, and other events. Different activities are offered each quarter depending upon cadet interest and instructor availability to make the Military Science Program a well-rounded, robust, and challenging experience for the college student.

Minors for the School of Arts and Sciences

(See page 86, Summary of Academic Requirements, for general minor requirements.)

Anthropology

This curriculum provides preparation for students interested in integrating the natural science/humanistic approaches to man provided by anthropology. It is appropriate for students majoring in sociology or desiring to pursue a degree in anthropology at another institution. It also provides a complement to majors in history, biology, psychology, and other fields.

Students desiring to minor in anthropology should notify the Department of History, Political Science and Philosophy. Anthropology 101 is a prerequisite course. In addition, the student will complete five approved courses in anthropology. A minimum grade of C is required in each course in the minor.

Art

Requirements for a minor in art: In addition to the prerequisite courses: ART 102 and

ART 103 and ART 131, a total of 20 additional hours of art classes (200, 300, or 400 level) selected in consultation with an art advisor.

Biology

A minor in biology includes BIO 101 and BIO 102 and 25 quarter hours of 300- and 400-level biology courses arranged in consultation with the student's major department and the Biology Department in order to correlate these courses with the student's major interest. BIO 350 and BIO 351, designed for a non-biology major, are recommended for a minor in biology.

British Studies

Requirements for a minor in British Studies: A student minoring in British Studies must take History 311 and History 312, as well as four other five-hour courses relevant to British civilization. The following courses may count toward the minor: ENG 361, 362, 363, 364, 405, 407, 410, 450, 455, 460; HIS 421; POL SCI 301. Other courses may be used with the approval of the student's advisor.

Business Administration

This minor makes an attractive combination with a number of majors in the School of Arts and Sciences. It may be desirable for students majoring in art or music in the Bachelor of Arts degree program. Details on the requirements will be found in the School of Business Administration section of the catalog.

Chemistry

Requirements for the minor in chemistry: CHM 121, 122, 123, 281, 341, 342, 371, and four quarter hours of PSC 398. In some cases, changes may be approved by the chairman of the department. A chemistry minor must have proposed course work approved by the Chairman of the Department of Chemistry and Physics as soon as the minor is declared. A grade of C or better is required in each of the above courses.

Communications

The communications minor consists of 30 quarter hours taken in broadcast/film, communications, journalism, or speech, of which 20 hours must be upper-division (i.e. 300 or 400-level courses). Students may choose among BCF 305, BCF 310, BCF 320, BCF 330, BCF 335, BCF 410, BCF 435, BCF 495, BCF 496, COM 200, COM 201, COM 300, COM 307, COM 310, COM 320, COM 330, JRL 300, JRL 305, JRL 310, JRL 315, JRL 350, JRL 360, JRL 370, JRL 460, JRL 470, JRL 495, JRL 496, SPC 205, SPC 300, SPC 301, SPC 311, SPC 320, SPC 495, SPC 496.

No more than twenty hours should be taken in any one field.

Computer Science

A minor in computer science is offered by the Department of Mathematics and Computer Science. Students selecting this minor will complete CSC 211, 212, 215 and 15 quarter hours of 300 and 400-level computer science courses.

Drama/Speech

The drama/speech minor consists of 25 quarter hours in speech, drama, or closely related areas. Speech 101 is a prerequisite for this program. The student will complete Drama 300 plus twenty credits in the following courses: DRA 250, DRA 251, DRA 301, DRA 321, DRA 351, DRA 401, DRA 495, DRA 496, SPC 205, SPC 300, SPC 301, SPC 311, SPC 320, SPC 495, SPC 496. At least 20 hours must be upper-division (i.e., 300 or 400-level) courses.

Education

Students majoring in the School of Arts and Sciences who are planning to teach in the public schools will normally minor in education in order to meet certification requirements. The requirements for this minor will be found in the School of Education section of the catalog.

English

The department requires minors to complete with a grade of C or better a minimum of five courses in the 300 and 400 series. The department recommends a distribution of four courses in the 300 series and one course in the 400 series.

French

Students wishing to minor in French are required to complete with a grade of C or better a minimum of 20 quarter hours of work beyond the intermediate level (FR 202).

General Studies

The general studies minor consists of 30 quarter hours of course work in a variety of disciplines, 15 quarter hours of which must be taken in 300 or 400-level courses at Augusta College. Courses may not be chosen from the student's major field and they may not be used to satisfy the Core Curriculum or physical education requirements. The student's advisor will approve the minor courses and sign the graduation form on which they are listed.

The General Studies Minor is designed to offer the student a broader education. It is assumed that the student choosing this minor will benefit more from courses from a variety of disciplines than from several courses from a single discipline. The General Studies Minor is to be planned around a theme appropriate to the student's educational goals; it is not designed to serve as a spot for placing courses which have been completed but which do not meet another requirement.

German

Students wishing to minor in German are required to complete twenty hours of work beyond the intermediate level (GER 202).

Gerontology

A minor in gerontology provides an interdisciplinary approach to the study of the aging process. It provides a well-balanced background for those who plan careers in this

area. The minor consists of five courses, including SOC 320, PSY 313, SOC 421 and two approved courses. A minimum grade of C is required in each course in the minor.

History

Requirements for the standard minor in history: Ten quarter hours prerequisite chosen from HIS 115 or 116 and HIS 211 or 212. Twenty-five quarter hours selected from 300-400 level offerings. Concentration of more than two courses in any field of history on the 300-400 levels is discouraged.

Requirements for a history minor with a major in elementary education: Prerequisites: HIS 115, 116. Required HIS 211, 212, and 15 quarter hours selected from HIS 337, 382, 392, 418, 479, and 477.

Humanities

The Humanities minor is designed for students who wish to study art, literature, music, and related fields beyond the three required humanities courses. It allows them to explore arts and culture from an interdisciplinary perspective.

Students minoring in humanities must complete with a grade of C or better 25 quarter hours beyond Humanities 221-222-323. They are required to select 5 hours of Humanities 495 and must take at least 5 hours each from any two of the following disciplines: Art, Music, and Literature. Literature courses may be chosen from Drama 301, BCF 325 and 330, upper-division literature courses in English, excluding ENG 402, or in a modern language. Art courses may be chosen from ART 311, 312, 313, 411, 413, and 490; students with sufficient background in music may, after consultation with the music faculty, also select from MUS 321, 322, 323, 481, 482, 483, 484, 485, 490.

Students may also take two of the following courses: Anthropology 305; Philosophy 490, 495, and 499; POL 310, 311, and 312; HIS 311, 312, 321, 325, 331, 335, 337, 372, 375, 376, 381, 382, 391, 392, 400, 417, 418, 448, 471, 473, 475, 476, 477, 481, 490, and 495; PSY 405.

Up to 15 hours of appropriate study abroad (courses numbered 300 and above) may be counted toward the humanities minor.

Students who plan to minor in humanities should complete an application for the minor during the quarter in which they are enrolled in Humanities 323; the form is available in the Department of Languages and Literature. Selection of courses which are to count toward the minor should be made in consultation with a humanities advisor.

International Studies

Requirements for a minor in International Studies: A student minoring in International Studies must take International Studies 301 in addition to 25 hours of 300-400-level coursework in the following areas:

5-10 hours selected from Political Science 301, 302, 450 (recommended), 451, 420, 431 or

Selected Topics 495 as approved by the Department.

5-10 hours selected from History 325, 335, 337, 448, 391, 392, 417, 418, or Selected Topics 495 as approved by the Department.

Courses from the following disciplines may count toward the minor:

5-10 hours selected from the following areas:

International Business, languages above the introductory level, Anthropology/Sociology 305, 307, 316, comparative literature, Methodology, Cullum Lecture Series as approved by the Department and IISP Study Abroad Program.

The minor is administered by the Department of Political Science.

Mathematics

A minor in mathematics will consist of twenty-five quarter hours and must include MAT 201, 202, and 10 hours of upper division mathematics courses. All courses should be arranged in consultation with the student's major department and the chairman of the Department of Mathematics and Computer Science.

Music

Prerequisites for a minor in music are: Music 105, 111, and 112. In addition, the student

must earn three credits in Music 125, 126, and 127; twelve credits in Music 321, 322 and 323, twelve credits in Applied Music (one area) and attain an applied Music level of 5.

Philosophy

A minor in philosophy is offered within the framework of the History, Political Science, and Philosophy Department. All courses submitted for the minor must carry a grade of C or better. Philosophy minors are encouraged to complete PHY 101 during their freshman year. Selection of other courses and the sequence in which they are taken should be made in consultation with the designated academic advisor in the department.

Physics

Requirements for a minor in physics: PCS 211-212-213, fifteen additional hours of 300 or 400 level physics courses, and four quarter hours of PSC 398.

A grade of C or better must be earned in each of the above courses. The Chairman of the Department of Chemistry and Physics must approve the selection of physics courses.

Political Science

Requirements for a minor in political science: Prerequisite is POL 101. In addition, one of the following courses: POL 201 or 202, plus twenty quarter hours chosen from POL 300- and 400-level courses.

Psychology

Requirements for a minor in psychology: Completion with a grade of C or better of five upper-division psychology courses in addition to PSY 101. Since there are a number of combinations of courses which emphasize specific educational or vocational goals, consultation with a psychology advisor is recommended.

Social Science

Requirements for a social science minor with a major in elementary education: Prerequisite:

sites: HIS 115, 116. The required courses are HIS 211, 212; PHY 101; PSY 311 or 373; and one five-quarter-hour course in sociology numbered above 199.

Social Work

Requirements for a minor in social work: This curriculum provides preparation for students who will be employed in social service careers; students who will be enrolled in graduate schools of social work; those persons already employed in social service who want to improve their skills; and supplemental study for persons involved in related areas of ministry, law, nursing, psychology, social administration, correction, public recreation programs, and health service administration.

Students selecting social work as a minor are required to complete Social Work 111 and five advanced courses in social work. Each course must have a minimum grade of C.

Sociology

Requirements for a minor in sociology: Completion of SOC 101, SOC 202, and four approved 300/400-level courses in sociology. It is the responsibility of the student to initiate and maintain contact with his or her major advisor to insure supervision of the proper selection and sequence of courses. A minimum grade of C is required in each course in the minor.

Spanish

Students wishing to minor in Spanish are required to complete with a grade of C or better a minimum of twenty hours of work beyond the intermediate level. (SP 202).

Associate of Arts Degree Programs and Associate of Science Degree Programs

This program is offered to provide a structured two-year degree program for the student who cannot plan to complete a four-year college program. It provides the first two years of a standard bachelor's degree program and would allow the student to move into the bachelor's degree program with no loss of credit.

The requirements for the degree would include at least twenty quarter credit hours in each of the following areas: English and humanities, mathematics and science, and social science. These correspond to the three areas of the Core Curriculum described in the previous section of this catalog. See pages 65-66.

In addition, there is a requirement of a minimum of thirty hours in courses specified as fulfilling the Area IV of the core Curriculum for a particular field. See pages 66-70.

The other degree requirements are those listed under Graduation Requirements in the previous section of the catalog.

Associate of Science in Nursing

The purpose of the Department of Nursing is to provide initial preparation for nursing practice. The nursing curriculum prepares students for beginning positions in acute care settings.

Upon successful completion of the program, graduates are awarded the Associate of Science in Nursing Degree and are eligible to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN). Successful completion of this examination results in granting of a license as a Registered Professional Nurse in the state of Georgia. However, under the laws in some states, including Georgia, persons convicted of felonies may have difficulty obtaining licensure in nursing.

The Nursing Program is accredited by the National League for Nursing and is a member

agency of the NLN's Council of Associate Degree Programs. The program is approved by the Georgia Board of Nursing.

Applicants should apply before March 1 each year for fall quarter admission. While admission to Augusta College is necessary to be accepted into the Nursing Program, it does not guarantee admission to the Nursing Program. Enrollment is limited to a specific number based on spaces and resources available. Admission is based on SAT/ACT, GPA, and a personal interview with a member of the Nursing Department.

Prenursing students are those individuals who have declared Nursing as their major and have chosen to complete other required academic courses prior to seeking admission to the Department of Nursing. It is highly recommended that the Biology sequence and the course on Human Development be completed during the prenursing phase.

A minimum grade of "C" must be maintained in each of the courses in the nursing sequence, in English 101 and 102, Education 203, and Biology 111, 112, and 311. A grade of "F" in Biology 111, 112, 311, or Education 203 will automatically preclude the student from registering for the subsequent quarter in the nursing program. (This does not apply to prenursing students.) Withdrawal from Biology 111, 112, 311 or Education 203 while taking it as a corequisite with nursing will result in an automatic withdrawal from the nursing program.

Students must have BIO 111 and PSY 101 by the end of fall quarter, BIO 112 by the end of winter quarter, and BIO 311 by the end of the spring quarter of the first year in the nursing program.

A grade of "C" or better in Biology 111, 112, 311 and Education 203 must be obtained before entering the second year of the nursing program.

Nursing majors are required to maintain a minimum overall GPA of 2.00 in order to continue into the sophomore year.

				Quarter Hours
Freshman Year				
BIO	111	Anatomy and Physiology I	5	
BIO	112	Anatomy and Physiology II	5	
BIO	311	Introduction Microbiology	5	
ENG	101	College Composition I	5	

EDU	203	Human Development in the Educative Process	5
NUR	101	Nursing I	7
NUR	102	Nursing II	8
NUR	103	Nursing III	8
PSY	101	Principles of Psychology	5
PED	191	and 143 Physical Education	3
Total			56

Sophomore Year			Quarter Hours
ENG	102	College Composition II	5
HIS	211	American History I	
	or		
HIS	212	American History II	5
NUR	201	Nursing IV	8
NUR	202	Nursing V	8
NUR	203	Nursing VI	10
NUR	204	Nursing VII	2
PED		Physical Education— Elective	1
POL	101	American Government I	5
SOC	101	Introductory Sociology	5
MAT	107	College Algebra	5
Total			54

Associate of Applied Science Degree Programs

In Cooperation with Augusta Technical Institute and School of Arts and Sciences.

The degree is awarded after a student has completed the program at Augusta Technical Institute and the program at Augusta College as specified by each institution. A student should seek admission to both programs after consulting with the advisors and catalogs of each institution. The degree will be awarded upon completion of both programs in the following fields.

Data Processing

Students are advised to complete the program at the Augusta Area Technical School prior to enrolling at Augusta College.

	Hours
ENG 101, 102	10
POL 101	5
HIS 211 or 212	5

MAT 107 or 115	5
BIO 101 or CHM 105 or PCS 201	5
*CSC 211	5
Select two courses from the following:	
*CSC 212, 215, 301, 351, 355, 401	10
PED (Including PED 191 & Aquatics)	4
Total Hours	49

*MAT and CSC prerequisites may be waived where appropriate.

Equipment Servicing	Hours
ENG 101 & 102 or 271	10
POL 101	5
HIS 211 or 212	5
MAT 107 or 115	5
MAT 201 or 221 or CSC 235	5
PCS 201, 202	10
PSY 101 or SPC 101 or ECN 101 or SOC 101	5
PED (including PED 191 & Aquatics)	4
Total Hours	49

Medical Laboratory

Technology	Hours
ENG 101, 102	10
POL 101	5
HIS 211 or 212	5
MAT 107	5
BIO 111, 112	10
*CHM 105, 106 or CHM 121, 122	10
PED (Including PED 191 & Aquatics)	4
Total Hours	49

*CHM 121, 122 is required for a bachelor's degree in medical technology and may be substituted for CHM 105, 106 by students who wish to continue toward this bachelor's degree. MAT 107 must be taken before CHM 121.

Associate of Applied Science in Criminal Justice

The program is designed to produce graduates who can enter the criminal justice profession with some understanding of the legal, sociological, administrative/organizational, and psychological complexities of law enforcement. The program is liberal arts

oriented; however, it contains a sufficient number of specialized courses to give the student a sense of professionalism and to qualify the graduate as a beginning professional. The curriculum consists of 94 quarter hours of which 30 are in specialized courses. In addition to the standard requirement of a grade of C in English 101 and 102, a minimum grade of C is required in POL 204, PSY 337, and SOC 101, 202, and CJ 103, 229, 333.

Curriculum	Quarter Hours
ENG 101-102 College Composition I and II	10
MAT 107 or 109 or 115 College Algebra or Contemporary Mathematics or Precalculus	5
LAB SCI Biology, Chemistry, Geology, Physical Science, or Physics	10
HIS 211 or 212 American History I or II	5
POL 101 American Government	5
PSY 101 Principles of Psychology	5
SOC 101 Introductory Sociology	5
CJ 103 Introduction to Criminal Justice	5
SOC 202 Contemporary Social Problems	5
CJ 229 Introduction to Police Science	5
POL 204 Society, Law, and the Criminal	5
CJ 333 Prisons	5
PSY 337 Abnormal Psychology	5
Social Science Electives	10
General Elective	5
PED (Including PED 191 & Aquatics)	4
Total	94

Cooperative Programs with the Medical College of Georgia

The School of Allied Health Sciences of the Medical College of Georgia offers nine different majors in their Bachelor of Science degree and one field in the Associate of Sci-

ence degree in which the student can complete one half of the required course work at Augusta College. The majors under the Bachelor of Science are:

- Dental Hygiene
- Diagnostic Medical Sonography
- Medical Record Administration
- Medical Technology
- Nuclear Medicine Technology
- Occupational Therapy
- Physical Therapy
- Physician's Assistant
- Respiratory Therapy

The Associate of Science can be earned in:

- Physical Therapist Assistant

Since the degrees are awarded by the Medical College of Georgia, admission to the programs is granted by that institution. Selection criteria include grade point averages, Scholastic Aptitude Test scores, references, and a personal interview. Interested students should obtain specific information from the Office of the Dean, School of Allied Health Sciences, Medical College of Georgia.

Augusta College students planning to complete one of the majors in the Bachelor of Science should complete Areas I, II and III of the Core Curriculum as described on pages 65-66 of this catalog. The remainder of the two years of study is made up of the Area IV associated with each of the majors and described below.

Bachelor of Science Degree Programs

Major in Dental Hygiene

The student should use fifteen credits of chemistry and biology in Area II of the core. Area IV of the core consists of thirty credits of additional chemistry and biological sciences, and courses in nutrition, behavioral sciences, foundations of education and educational psychology.

Major in Diagnostic Medical Sonography

The student in this program should include ten quarter hours of mathematics and ten of

chemistry of physics in Area II of the core. Area IV will include ten quarter hours of anatomy and physiology, ten quarters hours of physics or chemistry, and ten hours of electives.

Major in Medical Record Administration

The student should include ten hours of biology and five of chemistry in Area II of the core. Area IV will include ten hours of anatomy and physiology, five hours of sociology, economics, philosophy or psychology, and fifteen hours of electives. Recommended electives would include courses in computer science, management, mathematics, and foreign languages.

Major in Medical Technology

Ten hours of chemistry should be included in Area II. Area IV should include a total of thirty credit hours with five to ten in anatomy and physiology, five to ten in biology, five in qualitative or quantitative analysis, five in organic chemistry, and five in an elective.

Major in Nuclear Medicine Technology

The student should include ten hours of chemistry in Area II of the core. Area IV will include thirty hours in biology, chemistry, physics, mathematics, computer science, management, introduction to education, educational psychology, psychology, or basic electronics courses.

Major in Occupational Therapy

The student should include ten credits in biology, five in chemistry in Area II, five credits in sociology, and five in psychology in Area III of the core. The thirty credits in Area IV should include five hours in physics or physical science, five in advanced sociology, and electives in areas such as art, public speaking, anatomy, and statistics.

Major in Physical Therapy

The student should include fifteen credits in biology in Area II. Please consult the advisor for appropriate ones. In Area IV of the core the thirty credits should include ten hours of physics, and twenty hours of electives from anthropology, geology, economics, psychology, sociology, history, and chemistry. One course in chemistry must be elected if the student had no high school chemistry with a "C" or better grade.

Major in Physician's Assistant

The student should include ten hours of chemistry and five hours of biology in Area II of the core. The thirty hours in Area IV should include five hours in human growth and development, five hours in biology, and five hours in organic chemistry. The remaining fifteen hours should preferably be in the sciences with anatomy, physiology, microbiology, genetics, histology, embryology, zoology, biology, and physics being the order of preference.

Major in Respiratory Therapy

The student should include ten hours of chemistry and five hours of physics in Area II of the core, and ten hours of psychology in Area III. The thirty hours of Area IV should include fifteen hours of biology selected from courses in general biology, microbiology, zoology, vertebrate zoology, comparative anatomy, embryology, genetics, and physiology, and fifteen credits of electives.

Major in Physical Therapist Assistant

This program leads to an Associate of Science degree and the student should not complete the core at Augusta College. The one year's work would include ten credits in composition, five credits in physical science, and five in general biology, five credits in psychology, five credits in history, and five in political science. In addition, there will be ten hours of electives.

Master of Science Degree Program With a Major in Psychology

An Overview

The graduate program in psychology at Augusta College provides intensive master's degree level education and training primarily oriented toward the local and regional job markets. Thus, most students select an applied track which emphasizes clinical and counseling psychology. In addition, the program can serve as an opportunity for graduate work in experimental psychology or to prepare students for further graduate education. For such students, a thesis option is available.

The M.S. program is, for most students, a two-year program (6 to 8 academic quarters) containing equal amounts of advanced foundation courses (e.g., learning, social, personality, statistics), applied course work (e.g., psychometry, counseling/therapy, psychopathology) and supervised internship experience in treatment facilities or research laboratories. The department operates a psychometric and clinical training facility and an animal and human research laboratory. Internship assignments are made at local agencies including two Veterans Administration hospitals, a regional state psychiatric hospital, the Medical College of Georgia, a regional state school and hospital for the mentally retarded, a regional state training center for juvenile offenders, Dwight David Eisenhower Army Medical Center at Fort Gordon, and various other agencies.

There is no specific deadline for submitting applications, although the majority of openings each year are filled for the fall quarter. This is especially true for clinical openings since the initial courses in the clinical program curriculum are offered only in the fall quarter. The experimental program is somewhat more flexible, permitting a limited number of applicants to be admitted throughout the year. Application for admission should be made several months prior to the

anticipated admission date. A final decision regarding admission into the graduate program can be made only upon receipt of official GRE scores, official transcripts, letters of reference, and a personal statement on educational and professional goals. However, students may be permitted to enroll in certain courses in a post-baccalaureate status while the application is being processed.

Admission Requirements

1. Completed requirements for the bachelor's degree in a regionally accredited college/university.
2. A minimum grade point average equivalent to 2.5 on a 4.0 scale.
3. A minimum total verbal and quantitative score of 900 on the Graduate Record Examination taken within the past 5 years.
4. Satisfactory letters of recommendation and transcripts.
5. A 150-200 word statement regarding personal and professional goals with respect to graduate study at Augusta College.
6. International students whose native language is other than English must submit the examination scores of the Test of English as a Foreign Language (TOEFL) and a financial form provided by the Office of Admissions.

Admission Procedures

The Director of Graduate Studies in Psychology will provide the prospective applicant with information concerning the psychology program and admissions procedures. After all required information has been received by the department, the Psychology Graduate Admissions Committee, consisting of the Director of Graduate Studies in Psychology and two other members of the psychology faculty appointed by the chair of the department, will make an admission decision. The Director of Graduate Studies in Psychology will inform the applicant of this decision. The applicant may appeal this decision to the department chair.

Persons meeting all admission requirements will normally be accepted as regular graduate students. Provisional graduate stu-

dents must petition for regular graduate status after satisfactory completion of at least 10 and not more than 16 hours of admissible graduate coursework. No more than 16 hours of graduate credit earned in a status other than as a regular graduate student may be counted toward the graduate degree.

Advisor and Plan of Study

Upon admission to the program each student will be advised by the Director of Graduate Studies. Following completion of the first quarter of full-time coursework or its equivalent, the student must select a major professor and two other department members to serve as an academic advisory committee. The advisory committee's membership is subject to review by the department chair. Students who have not formed a committee by the end of the second quarter will not be permitted to register for further coursework. The student will then develop a formal plan of study in cooperation with the advisory committee which is headed by the major professor. This plan of study must be approved and filed prior to the third quarter of enrollment.

Curriculum Summary

The Master of Science in Psychology requires the satisfactory completion of a minimum of 63 quarter hours of graduate work, including three quarter hours of PSY 600 (Proseminar) and PSY 651 (Experimental Design). The non-thesis option requires 15 quarter hours of credit for PSY 696 (Internship), and the thesis option requires 15 quarter hours of credit for PSY 699 (Research and Thesis).

In general, the remaining courses necessary to complete the degree requirements are to be selected by the student, as approved by the advisory committee, from the following courses (five quarter hours each):

PSY 605 History and Systems of Psychology
PSY 612 Developmental Psychology
PSY 615 Psychological Assessment I
PSY 616 Psychological Assessment II
PSY 623 Conditioning and Learning
PSY 624 Personality

PSY 625 Biopsychology
PSY 630 Behavior Therapy
PSY 637 Behavior Pathology
PSY 644 Industrial-Organizational Psychology
PSY 665 Counseling/Clinical Psychology
PSY 668 Behavior Modification in the Classroom (not recommended for graduate students in psychology)
PSY 673 Social Psychology
PSY 690 Seminar in Group Process
PSY 698 Special Problems

Depending on the student's program of study, a maximum of 15 hours may be taken in approved graduate courses offered by other academic departments.

Comprehensive Examinations

Comprehensive examinations are an integral part of each candidate's program of study. Consisting of both written and oral components, the examination seeks to measure the candidate's knowledge of and competency in the field of psychology. The admissibility of all candidates to the comprehensive examination will be determined on the basis of the criteria in effect at the time a date is set for the examination.

Summer Quarter Attendance

The M.S. program is scheduled on a year-round basis and all students are expected to attend summer quarter. Exceptions to this policy may be granted only by the student's advisory committee and the department chair following a formal written petition.

Residence Requirements

No more than 15 quarter hours of credits can be transferred from another institution. The student must be registered in the college during the quarter in which requirements for graduation are completed, including the quarter in which written and oral comprehensive examinations are taken. Registration for the singular purpose of taking the comprehensive exam may be accomplished by enrollment in one hour of PSY 696.

Admission to Candidacy

An application for admission to candidacy for the master's degree will not be accepted earlier than the completion of at least 15 quarter hours of satisfactory graduate work, and must be submitted not later than the first week of the final quarter in which the student is to be enrolled.

To be admitted to candidacy, the student must have successfully completed PSY 651 (Experimental Design), satisfied the criterion level for the first quarter of PSY 600 (General Psychology), achieved a "B" average in graduate course work, be classified as a regular graduate student, and be approved by the Psychology Department. In order to demonstrate this departmental approval, a student must obtain letters of endorsement from any three of the full-time psychology faculty.

Academic and Professional Standards

An average of B is required for all courses attempted in a degree program. Dismissal is probable for the student whose GPA shows a deficit of greater than 10 quality points at any time in the program. Work with a grade of U may be repeated once if the student's committee so recommends.

In addition to the usual academic challenges, students must demonstrate personal maturity, emotional stability, social competence, ethical standards, and demeanor befitting a psychologist. These dimensions are assessed formally when the student requests letters of endorsement from the faculty, during each internship and during each quarter as a student assistant. Failure to obtain letters of endorsement precludes admission to candidacy or assignment to internship. Unacceptable performance on an internship or an assistantship may also be grounds for termination at the discretion of the faculty.

TYPICAL PLAN OF STUDY

Course sequences vary somewhat among students depending on a number of factors. The following plan of study may be considered as representative of a student completing the program in six or seven consecutive quarters.

Year I

- Fall: Psychological Assessment I (615)
Behavior Pathology (637)
Proseminar (600) - **Required**
(Make committee selections)
- Winter: Psychological Assessment II (616)
Experimental Design (651) - **Required**
Proseminar (600) - **Required**
(Develop a formal plan of study)
(File for admission to candidacy)
- Spring: Conditioning and Learning (623)
Counseling/Clinical Psychology (665)
Proseminar (600) - **Required**
- Summer: Personality (624)
Group Process (690)
Internship (696) or Research and Thesis (699)

Year II

- Fall: Behavior Therapy (630) or History and Systems of Psychology (605)
Internship (696) or Research and Thesis (699) or Special Problems (698)
- Winter: Industrial-Organizational Psychology (644)
Developmental Psychology (612) or Biopsychology (625)
Internship (696) or Research and Thesis (699) or Special Problems (698)
(Take comprehensive exams)
(Submit graduation application)
- Spring: Social Psychology (673)
Internship (696) or Research and Thesis (699) or Special Problems (698)

Course Descriptions

After each course title there are three numbers in parentheses. The first number listed is the number of hours of lecture; the second, the number of hours of laboratory and the third, the number of credit hours the course carries. Where lecture, laboratory, and credit hours are not fixed, such as in "Selected Topics," the word "Variable" or the letter "V" will be used instead of numbers.

All 400-level courses marked with an asterisk (*) may be taken for graduate credit within the prescribed limits and with the advisor's approval. Additionally, in order for 490, Cullum Lecture Series, to be graduate creditable, the graduate student must have registered for it in the discipline in which the degree is being sought.

Special information concerning the quarter that a course is to be offered is included with the description of each course. The college reserves the right to make changes in the course schedule and to cancel any section where enrollment is considered insufficient.

The following abbreviations are used :

The School of Arts and Sciences

Anthropology (ANT), Art (ART), Biology (BIO), Chemistry (CHM), Communications (COM), Computer Science (CSC), Criminal Justice (CJ), Developmental Studies (COS), ENG, MAT, or RDG), Drama (DRA), Drawing Engineering (DRW), English (ENG), French (FR), Geography (GGY), Geology (GLY), German (GER), History (HIS), Humanities (HUM), Journalism (JRL), Mathematics (MAT), Military Science (MIL), Music (MUS), Applied Music (MUA), Nursing (NUR), Philosophy (PHY), Physical Science (PSC), Physics (PCS), Political Science (POL), Psychology (PSY), Sociology (SOC), Social Work (SWK), Spanish (SP), Speech (SPC).

The School of Art and Sciences Undergraduate Courses

Augusta College Orientation (ACO)

100 Learning Strategies (2-0-2)

ACO 100 will acquaint the student with the policies and services of Augusta College. Student development will be enhanced through the teaching of study skills, self-management techniques, library utilization, memory skills, and appropriate classroom behavior. Classroom discussions, values clarification exercises, and standardized testing results will aid the student in making informed decisions about personal goals and choices of major.

Anthropology (ANT)

101 Introductory Anthropology (5-0-5)

A general survey of the origins and development of humans, their cultures and societies. Emphasizes human adaption to the environment through biological and cultural development drawing on the findings of archaeological, physical and sociocultural anthropology. Quarterly.

201 Cultural Anthropology (5-0-5)

Emphasizes and illustrates the importance of cultural variations in understanding human behavior and society, both modern and traditional. Open to beginning students.

301 Indians of North America (5-0-5)

Prerequisite: ANT 101 or ANT 201 or permission of the instructor.

Examines the origins and cultures of the

native peoples of North America. Acquaints students with American Indians as they were before contact with Europeans and traces the impact of the Euro-American expansion on the native societies of North America.

303 Introduction to Archaeology (5-0-5)

Prerequisite: ANT 101 or ANT 201 or permission of instructor.

Examines the theories, methods and techniques used by modern archaeologists to investigate both historic and prehistoric cultures. Emphasizes that archaeology today is not merely the collection of artifacts, but an integrated scientific approach to understanding the past. When feasible, at the instructor's discretion, students may participate in ongoing local research projects.

305 Religion, Culture and Society (5-0-5)

Prerequisite: ANT 101 or ANT 201 or permission of instructor.

Examines the role and function of religious behavior in primitive and modern societies. Emphasizes the range and diversity of religious behavior, including ritual, myth, symbolism, shamanism, cults, witchcraft, magic, religious drug use, religious healing, treatment of the dead, and religion and the life cycle.

307 Sex Roles, Society and Culture (5-0-5)

Prerequisite: ANT 101 or ANT 201 and/or permission of instructor.

An examination of the universal human phenomenon of sex-based gender roles cross culturally and through time. The course emphasizes structural and cultural factors bearing on gender roles in historical, primitive, and modern societies. The course also analyzes the interrelationship between societal change and gender role expectations.

314 Physical Anthropology (5-0-5)

Prerequisite: ANT 101 or certain biology courses or permission of instructor.

Examines humans as the evolutionary product of the interaction of biological and cultural factors. Emphasizes understanding the adaptive qualities of our species by reference to the fossil record of human evolution, non-

human primate behavior, and human variation.

316 World Ethnology (5-0-5)

Prerequisites: Permission of instructor or ANT 101 or 201.

This course will use a cross-cultural comparative framework to examine certain universally important forms of human behavior. Such forms include: economic and political behavior, law, religion, myth, magic, social stratification, and child rearing practices. One or a few of these forms will be the focus of the course in any given quarter.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics (5-0-5)

Prerequisite: Upper-class standing and ANT 101 or ANT 201.

A variable-content course intended to meet the needs of students minoring in anthropology. To be offered by special arrangement in order to cover timely events or other matters of interest which are not part of the regular curriculum. To be arranged.

499 Undergraduate Research (Variable)

Prerequisite: Upper-class standing and ANT 101 or ANT 201.

A variable-content course intended to meet the interest and needs of students minoring in anthropology. It will consist of independent research in a selected area of anthropology. May be repeated for credit. To be arranged.

Art

102 Design: 2-Dimensional (5-V-5)

Basic introduction of elements and principles of art using a variety of simple media. Fall, Winter.

103 Design: 3-Dimensional (5-V-5)
Fundamentals of form and organization with actual materials in 3-D space. Winter, Spring.

125 Ceramics: General Pottery (for non-art majors) (5-V-5)
Forming, firing, and decorating clay. Fall, Spring.

131 Drawing I: Visual Representations (5-V-5)
Prerequisite: Art 102 or permission of instructor.
Fundamentals of drawing concepts utilizing basic drawing media. Fall, Winter.

141 General Painting (for non-art majors) (5-V-5)
Experiences involving basic color use and painting techniques. Life model may be used. Annually.

142 Watercolor (for non-art majors) (5-V-5)
Applied basic and experimental techniques with opaque and transparent water-color media. Life model may be used. Annually.

165 Photography (for non-art majors) (5-V-5)
Theory and fundamentals of composing, developing and printing black and white photographs. Quarterly.

181 Crafts I: General Survey (for non-art majors) (5-V-5)
General survey of basic crafts with concentration in one or more of the following: jewelry, textiles, or other decorative arts. To be arranged.

205 Commercial Design I: Lettering And Layout (5-V-5)
Prerequisite: Art 102 or permission of instructor.
Introduction to hand lettering with emphasis on forming, spacing, and visual organization. Annually.

223 Ceramics I: Introduction to Clay (5-V-5)
Prerequisites: Art 102, 103, 131, or permission of instructor.

Forming, firing, and decorating clay. Fall, Spring.

231 Drawing II: Visual Representation -Intermediate (5-V-5)
Prerequisite: Art 102, 103, 131 or permission of instructor.
Continuation of Drawing I. Life model may be used. Winter, Spring.

241 Painting I: Color and Techniques (5-V-5)
Prerequisites: Art 102, 103, 131 or permission of instructor.
Experiences involving basic color use and painting techniques. Life model may be used. Winter, Spring.

305 Commercial Design II (5-V-5)
Prerequisites: Art 205 or permission of instructor.
Advanced projects in commercial art.

311 History of Art (5-V-5)
No prerequisite.
Survey of Western art through analysis of painting, sculpture, and architecture related to changing cultural backgrounds. To include Prehistoric through Romanesque art. Fall.

312 History of Art (5-V-5)
No prerequisite.
The continued survey of Western art: Gothic, Renaissance, and Baroque art. Winter.

313 History of Art (5-V-5)
No prerequisite.
The continued survey of Western art: Rococo to the present. Spring.

323, 324 Ceramics II, III: Clay Forming, Firing, Decorating (5-V-5)
Prerequisite: Art 223 or permission of instructor.

Continuation of Ceramics I with emphasis on original design and work on the potter's wheel, extending to the glaze theory and process. Fall, Spring.

326, 327, 328 Glassblowing I, II, III (5-V-5)
Prerequisite: Permission of instructor.
Fundamentals and techniques of off-hand glassblowing proceeding to personal

development of forms and cold process techniques. To be arranged.

331 Drawing III: Figure Drawing (5-V-5)

Prerequisite: Art 231 and 371, or permission of instructor.

Applied studies in proportion, anatomy, and articulation of the figure, using life models. Spring.

341 Painting II: Color and Techniques. (5-V-5)

Prerequisite: Art 241.

Further problems in color, composition and techniques. Life model may be used. Winter, Spring.

342 Painting: Watercolor (5-V-5)

Prerequisite: Art 102, 103, 131 or permission of instructor.

Applied basic and experimental techniques with opaque or transparent water-color media. Life model may be used. Fall.

351 Art Education, K-8; Teaching (5-V-5)

No prerequisite.

Applied concepts and projects adaptable for teaching art in the elementary school classroom. Fall, Winter.

352 Art Education, Secondary; School Art (5-V-5)

No prerequisite.

An exploration of art education theories and projects using methods and materials adaptable for classroom instruction. To be arranged.

361 Printmaking: Intaglio (5-V-5)

Prerequisites: Art 102, 103, 131 or permission of instructor.

Introduction to the basic tools and techniques of etching, engraving, drypoint and other processes of incising a plate. Fall, odd-numbered years.

362 Printmaking: Screen Methods (5-V-5)

Prerequisite: Art 102, 103, 131 or permission of instructor.

Introduction to the basic techniques of screen reproduction with emphasis on color and composition. Winter.

363 Printmaking: Lithography (5-V-5)

Prerequisite: Art 102, 103, 131 or permission of instructor.

Planographic Processes. Fall, even-numbered years.

365 Photography (5-V-5)

Prerequisite: Art 102, 103, 131.

Theory and fundamentals of photography as an art form to include composing, developing, and printing black and white photographs. Quarterly.

371 Sculpture: Modeling (5-V-5)

Prerequisite: Art 103 or permission of instructor.

Fundamentals of shaping with pliable material. Based on the figure and using life models. Winter.

372 Sculpture: Carving (5-V-5)

Prerequisite: Art 103 or permission of instructor.

Basic experiences with subtractive methods working from softer to harder material using simple carving tools. Spring.

381 Crafts I: General Survey (5-V-5)

Introduction to basic crafts: textiles, cast jewelry, leathercraft, and other constructive and decorative media. To be arranged.

382 Crafts II: Jewelry and Metalcraft (5-V-5)

Designing and construction of metalcraft products for quality. To be arranged.

395 Experiencing the Arts (1-V-1)

Attendance at a choice of college and community arts programs including vocal and instrumental music, art exhibits, drama and opera. Seminar discussions will prepare and guide enjoyment and understanding. Open to all students. Fall, Winter, Spring.

396 Experiencing the Arts (1-V-1)

Same as ART 395A but with the addition of a research paper.

411 Art History: American (5-V-5)

No prerequisite.

Survey of American painting, sculpture, and architecture from colonial times to the present. To be arranged.

412 Art History: Primitive (5-V-5)

No prerequisite.

Survey of native arts of Africa, Oceania, Australia, and the Americas. To be arranged.

413 Art History: Eastern (5-V-5)

No prerequisite.

A survey of paintings, sculpture, and architecture of Japan, China, and India. To be arranged.

421, 422, 423 Major Project (5-V-5)

Prerequisite: Permission of instructor.

Individual advanced work with direction and approval of instructor. To be arranged.

424, 425, 426 Ceramics IV, V, VI (5-V-5)

Prerequisite: Art 324.

Continuation of Ceramics III with emphasis on various processes related to personalized expression. To be arranged.

431 Drawing IV (5-V-5)

Prerequisite: Art 231 and 331 or permission of instructor.

Continuation of Drawing with emphasis on personalized expression. Life model will be used. Winter, Spring.

442, 443, 444 Painting III, IV, V (5-V-5)

Prerequisite: Art 341, or permission of instructor.

Continuation of painting with emphasis on personalized conceptual growth and technique development. Life models may be used. Winter, Spring.

472 Sculpture: Casting (5-V-5)

Prerequisite: Art 103 or permission of instructor.

Introduction to the substitution method of sculpture, including making molds for casting in clay, plaster, and metal. Fall.

490 Cullum Lecture Series (5-V-5)

Interdisciplinary seminar of foreign cultures. The student will be expected to choose and execute a project in his/her discipline. Spring.

494 Senior Exhibit (BA) (5-V-5)

Required of all BA degree candidates in Art during the quarter they plan to graduate.

Through seminars, students will learn to prepare and mount an exhibit of their work. The course requirements will culminate in the mounting of an exhibit of the student's work that is judged (by the Art Faculty) to be a significant quantity and quality to demonstrate the student's professional abilities.

495 Selected Topics, I, II, III (Variable)

Prerequisite: Permission of instructor.

Reserved for special study of techniques and media not normally contained in course work. To be arranged.

496 Undergraduate Internship (1-15)

An internship is a service-learning experience based in an institution or agency emphasizing the completion of a specific task and the acquisition of specific skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

497 Senior Exhibit (BFA) (5-V-5)

Required of all BFA degree candidates in Art during the quarter they plan to graduate. Through seminars, students will learn to prepare and mount an exhibit of their work. The course requirements will culminate in the mounting of an exhibit of the student's work that is judged (by the Art Faculty) to be of significant quantity and quality to demonstrate the student's professional abilities.

498 Senior Seminar (5-V-5)

Prerequisite: Art 311, 312, 313 or permission of instructor.

Required of all art major degree candidates. Study and analysis of contemporary art theory, practices, trends, and criticism. Winter.

Biology (BIO)

101 Biology I (4-2-5)

The unifying concepts of the biotic world including molecular and cell biology, physiology, metabolism, genetics, evolution, and ecology are integrated and presented in Biology 101 and 102. These two courses are designed to meet the science requirement for the non-biology major and are prerequisite

to other courses in the biology major programs. Quarterly.

102 Biology II (4-2-5)

Prerequisite: BIO 101.

A continuation of Biology 101. Quarterly.

111 Human Anatomy and Physiology I (4-3-5)

An introduction to basic physical and chemical principles necessary for understanding human physiology. A study of cellular and tissue levels of organization, followed by a systematic study of the skeletal, muscular, nervous, and sense organs. Fall, Winter, Summer.

112 Human Anatomy And Physiology II (4-3-5)

Prerequisite: BIO 111.

A continuation of the survey of body systems begun in BIO 111, dealing with the circulatory, respiratory, digestive, excretory, endocrine, and reproductive systems and their interrelationships. Winter, Spring, Summer.

305 Environment and Man (5-0-5)

Prerequisite: BIO 102 or permission of instructor.

A balanced treatment of such contemporary problems as air and water pollution, biocides, urban planning, population control, and the energy crisis. Winter, every third year.

311 Introductory Microbiology (3-4-5)

Prerequisite: BIO 102 or 112.

Principles of microbiology, including basic morphology, classification, reproduction, molecular biology, immunology, and relation of microorganisms to human welfare. Most of the laboratories will deal with techniques related to medical microbiology. Fall, Spring.

314 Principles of Physiology (4-3-5)

Prerequisite: BIO 102, CHM 341.

A detailed study of the physiological control mechanisms. Particular emphasis is given to human homeostasis. Fall, every third year.

315 Histology (4-3-5)

Prerequisite: BIO 102.

A detailed study of the four basic tissue types and their organization in the vertebrate body.

Laboratory emphasis is given to morphological detail using prepared slide material. Spring, even years.

317 Endocrine Physiology (5-0-5)

Prerequisites: BIO 102, CHM 341, or permission of the instructor.

The endocrine system is treated systematically, beginning with such basic concepts as properties of hormones and methods of endocrine study, and continuing with the development of detailed topics such as hypothalamic-hypophyseal control and the mechanism of hormonal action. Fall, every third year.

330 Invertebrate Zoology (3-4-5)

Prerequisite: BIO 102.

A treatment of the morphology, physiology, and life histories of representative invertebrates with emphasis on taxonomy and systematics. Fall, Spring.

331 Vertebrate Zoology (4-3-5)

Prerequisite: BIO 102.

An examination of the classes of the vertebrates with special emphasis on their origin and evolution, physiology, anatomy, life histories, behavior, and taxonomy. Winter.

332 Plant Systematics (3-6-5)

Prerequisite: BIO 102.

A general survey of the principles of the taxonomy of vascular plants, emphasizing evolutionary relationships and economic uses. Identification of local vascular plants. Fall or Spring every other year.

334 Plant Morphology (3-4-5)

Prerequisite: BIO 102.

This course will emphasize a comparative approach in studying the divisions of the plant kingdom. The importance of life cycles, developmental sequences, environmental adaptations, the fossil record, and evolutionary relationships will be stressed. Fall or Spring every other year.

336 Plant Physiology (3-4-5)

Prerequisite: BIO 102.

Life processes of plants including water relations, synthesis and use of foods, and growth phenomena. Fall or Spring every other year.

340 Embryology (4-3-5)

Prerequisite: BIO 330, 331 and either 332 or 334 or 336.

A descriptive and experimental approach to ontogeny with consideration of differentiation, morphogenesis, and growth. Emphasis is placed upon chick and human development. Winter, odd years.

342 Principles of Ecology (4-3-5)

Prerequisites: BIO 330, 331, either 332 or 334 or 336, and CHM 122.

The study of the relationships between plants, animals, and their environment. Major emphasis is placed upon the concept of the ecosystem, its structure, function, maintenance, and evolution. Spring.

346 Comparative Vertebrate Anatomy (3-4-5)

Prerequisite: BIO 331.

A systematic survey of the morphology of chordates with emphasis on phylogenetic relationships among the major classes. Winter or Spring every third year.

350 Human Heredity (5-0-5)

Prerequisite: BIO 102 or 112.

Introduction to the principles of genetics and to inheritance in man. Designed for the non-biology major. Lecture and demonstrations. Winter, every other year.

351 Human Physiology (5-0-5)

Prerequisite: BIO 102.

An introduction to the functions of the human body systems. Designed for the non-biology major. Lecture and demonstrations. Spring, every other year.

401 Cell and Molecular Biology (4-3-5)

Prerequisites: BIO 330, 331, either 332 or 334 or 336, and CHM 122.

A study of the biochemical composition, structure, metabolism, and regulatory mechanisms at the cellular level of organization. Fall and every other Spring.

402 Genetics (4-3-5)

Prerequisites: BIO 102, CHM 122, and one of the following: 330, 331, 332, 334, 336; or permission of the instructor.

A treatment of both classical and molecular aspects of the mechanism of inheritance with

emphasis on current molecular research. Emphasis on the laboratory will be divided equally between bacteria and *Drosophila*. Winter.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussion, participate in class discussion, and prepare a student project relevant to the quarter's topic. Spring.

495 Selected Topics* (Variable)

Prerequisites: BIO 102 and permission of the instructor.

Designed to treat specialized areas of biology not in the normal curriculum. Topics covered include animal behavior, aquatic biology, biology and society, economic botany, evolution, herpetology, human sexuality, ichthyology, immunology, introduction to dentistry (2), introduction to medicine (2), marine biology, ornithology and parasitology. Quarterly (but only 1 or 2 of the above per quarter).

498 Seminar* (2-0-2)

Prerequisite: 30 hours of biological science. Special topics in current advances in the field of biological sciences. Two one-hour periods a week for presentation and discussion. Required of all biology majors. Winter, Spring.

499 Undergraduate Research* (Variable)

Prerequisites: 30 hours of biological science and permission of the department chairman. No more than 5 hours may be counted toward graduation requirements. Assigned research problems. Hours by arrangement. Quarterly.

Broadcast-Film (BCF)

305 Radio Broadcasting (5-0-5)

Radio station broadcasting: students will produce and, where applicable, perform recorded and live programs.

310 Introduction to Television Production (5-0-5)

The elements of television production, with emphasis on use of the camera, lighting, and basic editing procedures.

320 Scriptwriting for Broadcast and Film (5-0-5)

Writing of scripts for dramatics and documentary radio, film, and television productions.

325 Film Appreciation (5-0-5)

A study of American "popular" film during the modern era, with specific emphasis on genres such as Western, Adventure, Crime/Suspense, Romantic Comedy, and Horror films.

330 Introduction to Film History and Theory (5-0-5)

A study of the history and technique of the motion picture, with concentration upon the achievements of selected major figures.

335 Introduction to Film-making. (5-0-5)

A study of the elements of film-making, including the use of motion picture and editing equipment.

340 Audiovisual Materials and Methods (5-0-5)

Prerequisite: Sophomore standing.
A study of perception, communication, and learning theory to include a review of the research in the design of audiovisual materials. The basic skills of photography, graphics, and audio production will be taught.

410 Advanced Television Production (5-0-5)

Prerequisite: BCF 310 or permission of the instructor.
In-depth study of television production; students will produce and edit professional-level video productions incorporating studio and ENG equipment.

435 Advanced Film-making (5-0-5)

Prerequisite: BCF 335 or permission of the instructor.
In-depth study of film-making: students will use advanced production techniques for both single- and double-system film-making.

495 Special Topics (5-0-5)

Prerequisite: permission of the instructor.
Courses offered when demand warrants on topics such as Film and Television Graphics, Audio Production Techniques, etc.

496 Internship (Variable)

Prerequisite: permission of the instructor.
In-service learning in radio, television, or film.

Chemistry (CHM)

Chemistry 105 and 106 will satisfy the college requirements for a ten-hour sequence of laboratory science.

A student with advanced training in chemistry may exempt certain chemistry courses by special examinations. A satisfactory grade on such examinations will enable the student to receive credit hours compatible with the exam upon satisfactory completion of the next higher numbered chemistry course. Those students who think they may be prepared for these examinations are urged to contact the chairman of the Department of Chemistry and Physics for further information.

105 Basic Chemistry (4-3-5)

A general survey of the principles of chemistry with less mathematical rigor than in the CHM 121 and 122 courses. Many of the topics of CHM 121 and 122 will be covered with emphasis on practice rather than on theory. Quarterly.

106 Basic Organic Chemistry and Biochemistry (4-2-5)

Prerequisite: CHM 105.
Fundamental elements of organic chemistry and biochemistry, emphasizing biochemical changes taking place in life processes. Spring.

121 General Chemistry I (4-3-5)

Prerequisite: MAT 107 or equivalent (grade of C or better).
A study of basic chemical principles, theories, and laws. The course includes the study of gas laws, atomic structure, chemical bonds, molecular orbitals, colligative properties of solutions, gaseous, liquid, and solid

states, and solution concentrations. Quarterly.

122 General Chemistry II (4-3-5)

Prerequisite: CHM 121 (grade of C or better). A continuation of CHM 121 and includes the study of kinetics, equilibrium, chemical thermodynamics, electrochemistry, and descriptive chemistry. Winter, Spring, Summer.

123 Introductory Analytical Chemistry (3-6-5)

Prerequisite: CHM 122 (grade of C or better). MAT 115.

A continuation of CHM 122 and includes ionic equilibria, pH, buffers, solubility products, and hydrolysis. The laboratory includes separation and identification principles and practices for common cations as well as introductory quantitative analysis. A non-compulsory problem session one day per week is normally scheduled. Spring, Fall.

241 Fundamental Organic Chemistry (4-3-5)

Prerequisites: CHM 121, 122.

The properties and reactions of the major classes of organic compounds will be explored in this course. These include aliphatic and aromatic hydrocarbons, alcohols, aldehydes, ketones, amines, acids, and acid derivatives. The principle approach used will be that of learning the characteristics of the functional group associated with each class of compound, then using this knowledge to rationalize and to predict the behavior of specific examples.

281 Quantitative Inorganic Analysis (3-8-6)

Prerequisite: CHM 123 (grade of C or better). The theories, principles, and practices of volumetric, gravimetric, and elementary instrumental analysis. Summer, Fall.

341 Organic Chemistry I. (4-4-6)

Prerequisite: CHM 122 (grade of C or better). A systematic study of the composition, nomenclature, preparation, and reactions of compounds of carbon. Reaction mechanisms will be introduced. Fall, Winter.

342 Organic Chemistry II (4-4-6)

Prerequisite: CHM 341 (grade of C or better). Concurrent registration in PSC 398 required. A continuation of CHM 341. Winter, Spring.

343 Organic Chemistry III (3-6-6)

Prerequisite: CHM 342; concurrent registration in PSC 398 required.

A continuation of CHM 341 and 342 with laboratory preparations which are longer and more involved. Spring.

371 General Physical Chemistry (5-0-5)

Prerequisites: CHM 281, 342, MAT 201; concurrent registration in PSC 398 required. An introduction to thermodynamics, kinetics, atomic and molecular structure, and related topics. Not a substitute for CHM 372. Winter.

372 Physical Chemistry I: Thermodynamics (4-4-6)

Prerequisites: CHM 281, 342, MAT 203, PCS 212, 213; concurrent registration in PSC 398 required.

A study of gases, first, second, and third laws of thermodynamics, thermochemistry, chemical equilibria, and electromotive force. Annually.

373 Physical Chemistry II: Dynamics (4-4-6)

Prerequisites: CHM 281, 342, MAT 203, PCS 212, 213; concurrent registration in PSC 398 required.

A study of kinetic theory, chemical kinetics, phase equilibria, solutions of non-electrolytes, solutions of electrolytes, heterogeneous equilibria, electromotive force. Annually.

374 Physical Chemistry III: Quantum Chemistry (4-4-6)

Prerequisites: CHM 281, 342, MAT 302 or permission of instructor, PCS 212, 213; concurrent registration in PSC 398 required.

A study of quantum theory, wave mechanics, molecular symmetry and bonding, molecular spectroscopy. Annually.

381 NMR/IR Identification of Organic Compounds (2-3-3)

Prerequisite: CHM 341, or permission of instructor.

A practical treatment of the use of infrared (IR) and nuclear magnetic resonance (NMR) spectroscopy, and gas chromatography-mass spectrometry (GC-MS) in determining the structures of organic compounds. Laboratory experiments will provide experience in the

preparation of samples and actual operation of each instrument.

395 Chemical Techniques/Topics (Variable)

Prerequisite: Permission of the instructor.

A study of advanced chemical techniques and/or topics of interest to advanced students. May be repeated for credit. To be arranged.

421 Inorganic Chemistry* (5-0-5)

Prerequisite: Permission of the instructor; co-requisite: PSC 398.

An introduction to the concepts and chemical systems of inorganic chemistry, including the periodic table, atomic structure, bonding, isomerism, and coordination compounds. Annually.

451 Modern Biochemistry (5-0-5)

Prerequisites: CHM 123, CHM 342, or permission of instructor; concurrent registration in PSC 398 required.

Modern concepts in the chemistry of living systems. Fundamental principles of chemistry will be employed to provide a comprehensive understanding of amino acids, proteins, enzymes, lipids, carbohydrates, and nucleic acids, and their roles in protein and nucleic acid biosynthesis, carbohydrate metabolism, oxidative phosphorylation, and photosynthesis. Annually.

484 Instrumental Analysis I (2-3-3)

Prerequisites: CHM 281, or permission of instructor.

This course presents an integrated view of the theories and methods for solving a variety of real problems in chemical analysis. Methods used to optimize instrument performance characteristics such as selectivity, sensitivity, and detection limits are discussed. The hands-on laboratory experiments performed by the student integrate chemical and instrumental concepts discussed in lecture. Analytical UV-VIS absorption spectroscopy, luminescence spectroscopy, potentiometry, polarography, and voltammetry.

485 Instrumental Analysis II (2-3-3)

Prerequisite: CHM 484, or permission of instructor.

This course is a continuation of Instrumental Analysis I but emphasizes chemical separa-

tion methods. Introduction to both theory and practice of chemical separation methods. Ion exchange chromatography, liquid-liquid extractions, thin layer chromatography, gas chromatography, high pressure liquid chromatography with spectroscopic and electrochemical detection.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics* (Variable)

Prerequisite: Permission of instructor.

Modern concepts in special areas of chemistry. May be repeated for credit. To be arranged.

496 Undergraduate Internship (Not applicable to major or minor) (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

499 Undergraduate Research (Variable)

Prerequisite: Permission of department chairman.

Modern chemical research. A minimum of three hours per week for each quarter hour credit. May be repeated for credit. May not count as a 400-level course required for graduation. To be arranged.

Communications (COM)

Note: Courses in Broadcast/Film, Drama, Journalism, and Speech are listed alphabetically.

200 Introduction to Communications (5-0-5)

A survey, both theoretical and practical, of methods we use to communicate with one

another. The course will include discussions of speech, non-verbal communication, graphics, print, broadcasting, and film.

201 Mass Media and Society (5-0-5)
A study of the history, organization, economics, control, and effects of mass communication in the United States; the course includes consideration of newspapers, books, magazines, comics, radio, television, and film, and their effects on society.

300 Media Law and Ethics (5-0-5)
A broad application of the principles of law and ethics to the mass communications media, media practice, advertising, freedom of information, libel, contempt of court, copyright, private, and self/professional censorship. Required of all communication majors except for those following the speech/drama track.

307 Organizational Communication (5-0-5)
Examines theories of human motivation within organizations, and the relationship between networks of communication, planned and unplanned, and the structures of power within those organizations. The course proceeds, by means of simulation exercises, to equip students with practical skills for specific cases, ranging from purely written examples such as memoranda and newsletters, to situations combining written and oral skills such as the proposal presentation and the corporate speech.

310 Intercultural Communication (5-0-5)
This course seeks to inform students about the theories, research, and reality of intercultural communication. Racism, sexism, and other prejudices will be explored, in addition to other behavior patterns. Barriers to more effective intercultural communication will be examined, and world communication system theories may be studied.

320 Political Communication (5-0-5)
This course instructs students in the theory and practice of political communication. Political communication includes both candidates and elected government official communication behavior. Students examine

various theories which explain political outcomes, with extensive analysis of academic and professional literature.

330 Legal Communication (5-0-5)
This course will examine the theory and practice of legal communication, with emphasis on the behavior research base. Students will investigate the communication and rhetorical characteristics of three major legal functions; interviewing, negotiation, and litigation will be covered.

492 Communications Exit Course (2-0-2)
Prerequisites: Student must be within 2 quarters of graduation or secure permission of the instructor.
This is a mandatory course for graduating seniors which will help to prepare them for their first job after graduation. Students will demonstrate competence through performance on examination and in practicum.

Computer Science (CSC)

205 Introduction to Computers and Programming (4-2-5)
Prerequisite: MAT 107 or equivalent.
The nature of computers and computing, computer hardware and software systems, and the use of computers in the solution of problems. Emphasis on algorithm development and programming in BASIC. Exposure to other high level languages. Programming assignments. (Not to be counted toward a major or minor in computer science.) Quarterly.

206 Scientific Programming With FORTRAN (4-2-5)
Prerequisite: MAT 115 with a grade of C or better.
The nature of computers and computing, computer hardware and software systems, and the use of computers in the solution of problems. Emphasis on algorithm development and programming in FORTRAN to solve scientific problems. Programming assignments. (Not to be counted toward a major or minor in computer science.) Winter.

211 Principles of Computer Programming (4-2-5)

Prerequisite: MAT 115 or MAT 122 (grade of C or better).

A study of the principles of computer programming with emphasis on problem-solving methods which lead to the construction of correct, well-structured programs. Other topics include an introduction to data representation and computer systems organization, simple data types and control structures, procedures and functions, and structured data types. Programming assignments in Pascal. Quarterly.

212 Principles of Computer Programming II (4-2-5)

Prerequisite: CSC 211.

A continuation of the study of problem-solving methods and algorithm development. Topics include introduction to data structures and their implementation, records and input/output processes, advanced algorithm development and programming assignments in Pascal. The emphasis of the course is on the techniques of algorithm development and programming style. Quarterly.

215 File Processing (4-2-5)

Prerequisite: CSC 211.

Computers and their use in information processing. Specific emphasis on file processing techniques. Other topics include: file organization, file processing environment, sequential, indexed and direct access. Quarterly.

295 Selected Topics (Variable)

Prerequisite: Permission of instructor.

Modern concepts in special areas of computer science. To be arranged.

298 Applications Seminar (V,1-3)

Corequisite: CSC 211.

Study and analysis of current computer applications, current computer hardware, and computer-related careers. (Not to be counted toward a major or minor in computer science.) To be arranged.

301 Software Design (5-0-5)

Prerequisite: CSC 212, CSC 215; corequisite MAT 303 or permission of instructor.

A study of program and computer system morphology and the software metrics used to

select among alternative structures and organizations. Topics include: program engineering, structured design techniques, program simplicity measurements, module coupling and cohesion, homologous and incremental structures, and top-down implementation. Winter.

351 Assembly Language Programming (3-2-5)

Prerequisite: CSC 212; corequisite: MAT 303.

Computer structure, machine language, instruction execution, addressing techniques, and digital representation of data. Symbolic coding and assembly systems, macro definition and generation, and program segmentation and linkage. Systems and utility programs, and programming techniques. Programming assignments to illustrate machine structure and programming techniques. Fall, Spring.

355 Programming Languages (5-0-5)

Prerequisite: CSC 212, CSC 215; corequisite: MAT 303.

A comparative study of programming languages to prepare the student to learn and evaluate such languages to illustrate features of the languages. Summer.

361 Data Structures (5-0-5)

Prerequisite: CSC 212 and MAT 303.

A study of the techniques for the representation and manipulation of structured data within a digital computer. Programming assignments illustrating a variety of data structures. Fall, Winter.

371 Computer Organization (4-2-5)

Prerequisites: CSC 212 and MAT 303; corequisite: CSC 351.

Basic logic design, internal data representation, and computer architecture. A study of a small simple computer system to illustrate basic concepts. Fall, Spring.

401 Structured Analysis and Design Specifications (5-0-5)

Prerequisite: CSC 301 and senior status.

A study of the structured analysis techniques. Case studies in analyzing and describing computer based systems. Topics include functional decomposition, process speci-

cation, data dictionaries for the analytical phase, system modeling, system implementation, and system maintenance. Fall, Spring.

411 Compiler Writing (4-2-5)

Prerequisite: CSC 351 and 361.

An examination of compiler techniques used in generating machine language code. Topics covered include scanning and parsing, code generation, optimization, and error recovery. Programming projects in compiler construction. Winter, odd years.

421 Computer Graphics (5-0-5)

Prerequisite: CSC 212 and MAT 303.

An examination of the hardware and software components of graphics systems, and their applications. Programming assignments to illustrate the creation and manipulation of graphics displays, using a simple graphics package. Winter, even years.

441 Introduction to Automata Theory (5-0-5)

Prerequisite: CSC 211, MAT 303, and junior standing.

A study of finite state automations and formal languages. Topics include: finite automations, regular expressions and sets, context-free grammars and languages, and Turing machines. Fall, even years.

451 Computer Systems I (5-0-5)

Prerequisite: CSC 351 and 371.

A basic study of computer architecture and operating systems. Topics include instruction sets, I/O and interrupt structure, addressing schemes, microprogramming, procedure implementation, memory management, system structure and evaluation and recovery procedures. Winter.

452 Computer Systems II (5-0-5)

Prerequisite: CSC 451.

A continuation of the study of computer architecture and operating systems. Topics include concurrent processes, name management, resource allocation, protection, and advanced architecture and operating systems implementations. Spring, even years.

461 Algorithm Analysis (5-0-5)

Prerequisites: MAT 203 and CSC 361.

Techniques of design and analysis of efficient algorithms, including those for the manipulation of data structures, sorting, searching, performing arithmetic operations, and pattern matching. Spring, odd years.

466 Data Base Management (4-2-5)

Prerequisites: CSC 215 and CSC 361.

A study of the logical and physical structures used in large data bases. Case studies of current data base management systems. Programming assignments. Fall, odd years.

495 Selected Topics (Variable)

Prerequisite: Permission of instructor.

Modern concepts in special areas of computer science. May be repeated for credit. To be arranged.

496 Undergraduate Internship (1-15)

An internship in a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

498 Computer Science Seminar (V,1-3)

Prerequisite: Junior status, CSC 212 and CSC 215.

Topics will include examples of current computer science research and advanced computer science topics. (Not to be counted toward a major in computer science.) To be arranged.

499 Undergraduate Research (Variable)

Prerequisite: Permission of department chairman.

Individual research in computer science. A minimum of three hours work per week for each quarter hour credit. May be repeated for credit. To be arranged.

Criminal Justice (CJ)

In addition to the three courses listed below, descriptions of the special courses incorporated in the criminal justice concentration and the associate of applied science degree in

criminal justice are listed with other courses under the headings SOCIOLOGY, POLITICAL SCIENCE, and PSYCHOLOGY.

103 Introduction to Criminal Justice (5-0-5)

Survey of the history of law enforcement and criminal rehabilitation. Philosophy of criminal justice as an institution in society. An overview of the criminal justice process, the organizations and agencies involved, and career opportunities. Quarterly.

229 Introduction to Police Science (5-0-5)

Prerequisite: CJ 103 or permission of instructor.

A survey of the philosophical and historical background of law enforcement and the role it plays in our society today. Emphasis will be placed on the development, organization, operation, and results of the different systems of law enforcement in America.

333 Prisons, Community Corrections, and Society (5-0-5)

Prerequisite: CJ 103 or permission of instructor.

A survey of the correctional field covering the areas of probation, imprisonment, parole, and community corrections. Specific concern will be with the evolution of these programs, their present structure, and current problems.

Developmental Studies (DS)

Credit for these courses is not applicable to degree programs and is not transferable to other institutions.

COS 099 Counseling Seminar (2-0-2)

A course designed for Developmental Studies students to develop personal awareness, self evaluation, educational and vocational goals. Small group discussion is emphasized.

RDG 098 Developmental Reading I (3-2-5)

A basic reading course designed to meet the needs of students entering college with a deficiency in reading. Emphasis is on reading skills that are basic to improving reading comprehension.

RDG 099 Developmental Reading II (4-1-5)

A diagnostic and individualized reading course designed for those students who have inadequate reading and study skills to enter regular college courses. Emphasis is on vocabulary development and literal and critical reading skills.

ENG 098 Developmental English I (5-0-5)

This course gives students instruction and practice in writing sentences, structuring paragraphs, and editing their compositions. The course includes intensive writing practice, verbal and written analyses of sample compositions, individually assigned laboratory work, and frequent conferences with the instructor.

ENG 099 Developmental English II (5-0-5)

This course gives the student instruction and practice in writing and editing essays. It includes intensive writing practice, verbal and written analyses of essays, individually assigned laboratory work, and frequent conferences with the instructor. Instruction focuses on the writer's need to generate ideas, organize thoughts, and avoid grammatical and mechanical errors which distract or confuse readers.

MAT 098 Developmental Mathematics I (5-0-5)

A course designed for those students who are not sufficiently prepared to enter regular freshman mathematics courses. Emphasis is on the usual topics associated with beginning algebra. Quarterly.

MAT 099 Developmental Mathematics II (5-0-5)

Prerequisite: MAT 098 or satisfactory score on mathematics placement test.

A course designed for those students who have insufficient background to enter regular freshman mathematics classes. Emphasis will be placed on the development of certain skills in arithmetic and usual topics associated with beginning and intermediate algebra. Credit for this course is not applicable to degree programs and is not transferable to other institutions. Quarterly.

Drama (DRA)

250 Theatre Performance (Variable)

Prerequisite: permission of instructor
Participation as an actor in an A.C. Theatre production. May be repeated up to three times.

251 Theatre Production (Variable)

Prerequisite: permission of the instructor
Participation as a crew member in an A.C. Theatre production. May be repeated up to three times.

300 Introduction to Theatre (5-0-5)

An introduction to the theory and practice of the theatre, examining both plays and performance.

301 History of the Theatre (5-0-5)

Prerequisite: DRA 300 or permission of instructor.

A survey of the western theatre, relating plays to the conditions of the stage.

321 Fundamentals of Acting (5-0-5)

An introduction to the craft of the actor, including voice, movement, emotional sensitivity, improvisation, and scene study.

351 Fundamentals of Technical Theatre (5-0-5)

Prerequisite: DRA 300 or permission of instructor.

A survey of the techniques for designing, building, painting, costuming, and managing a production.

401 Stage and Studio Performance (5-0-5)

Prerequisite: DRA 321 and BCF 305 or 310 or 335, or permission of instructor.

A practical course in directing and performing in productions for the stage, radio, television, and film. Includes work on conceptualizing, casting, organizing, rehearsing, and performing for audiences, the microphone, and the camera.

495 Selected Topics (Variable)

Prerequisite: permission of the instructor.
A directed theatre project such as lighting a production for stage or studio, designing a

set, directing a production, or participating in a seminar on a particular topic.

496 Internship (Variable)

Prerequisite: permission of instructor.
In-service learning experience in drama.

Drawing, Engineering (DRW)

170 Introduction to Visual Communication And Engineering Design I (2-3-3)

Introduction to the theory of design, application of the problem-solving process, introduction to projection theory, sketching, and pictorial communication. Spring, odd years.

English (ENG)

See page 126 for Developmental Studies 098 and 099, Developmental English.

051 Critical Reading (5-0-5)

Prerequisites: English 101 and 102.

Instruction in analyzing expository, argumentative, and narrative writing. The course endeavors to increase the students' vocabulary, to enhance their ability to understand figurative language, and to teach them to make sound inferences.

052 Expository Writing (5-0-5)

Prerequisites: English 101 and 102.

Instruction in composing expository and argumentative essays. The course emphasized organization, development, and coherence.

101 College Composition I (5-0-5)

Instruction in reading and writing essays. The course emphasizes critical thinking, coherent development of ideas, and clarity of expression.

102 College Composition II (5-0-5)

Prerequisite: English 101, with grade of C or better.

Further instruction in the principles of good writing; introduction to drama, fiction, and poetry; techniques of writing the research paper.

111 Honors Freshman English (5-V-10)
Admission only by invitation of the department. The course combines the work of English 101-102.

ENG 101-102 or 111 is prerequisite for ENG 271; ENG 101-102 or 111 and HUM 221-222-323 are prerequisites for 300 and 400 series courses.

225 Introduction to Literary Studies (5-0-5)

A preparation for survey, genre, and major figure courses in literature. The student will review basic literary terms and concepts, be introduced to the literary histories of England and America, and become acquainted with major critical approaches, standard library resources, conventions of scholarly writing, and career prospects.

271 Report Writing (5-0-5)

The techniques of exposition applied to letters and memoranda and to business and technical reports.

295 Selected Topics (Variable)

A study of various literary movements, developments and genres of interest to the lower-division undergraduate student.

305 Business Writing (5-0-5)

A practical study of the basic modes of short written communication in business, industry, and government. The course excludes more complex projects involving research, such as reports, but includes correspondence, memoranda, agenda and minute-taking, and resume-writing.

306 Technical Writing (5-0-5)

Intensive study of theory and practice of writing descriptions, explanations, and summaries of technical processes and materials. Students focus on clarifying complex subject-matter and communicating it to specific audiences, lay and technical, in abstracts and precis, manuals, and other forms of reports.

311 Creative Writing (5-0-5)

Study and application of the techniques of fiction, poetry, and drama.

313 Black Literature (5-0-5)

A survey of Afro-American literature from the early slave narratives to the present. Emphasis is placed on the writings of Wright, Baldwin, and Ellison.

351 American Literature to the Rise of Realism (5-0-5)

The major writers of 1860, with special emphasis on Poe, Hawthorne, and Melville.

355 American Literature Since the Rise of Realism (5-0-5)

The major writers since 1860, with special emphasis on Twain, James, Dickinson, and Eliot.

361 Anglo-Saxon and Middle English Literature (5-0-5)

A survey of English Medieval Literature: the major genres and works of the period from Beowulf through Malory.

362 English Literature from Renaissance to Restoration (5-0-5)

A survey of English literature from 1845 to the Restoration.

363 English Literature from the Restoration to the Romantics (5-0-5)

A survey of English literature from the Restoration to 1830.

364 English Literature of the Victorian and Modern Periods (5-0-5)

A survey of English literature from 1830 to 1945.

372 Writing Songs and Poems (5-0-5)

An introductory course in the writing of verse and poetry. Students will study successful songs and poems and write numerous songs and poems of their own. Some studio recording and public reading of selected student writing will be required.

374 Short Fiction Workshop (5-0-5)

An introduction to basic concepts and procedures important to the processes of creating short works of fiction. Students will write stories, review stories, critique the work of

other students, analyze selected published stories, and read selected texts focusing on the writing process.

401 Children's Literature (5-0-5)
A survey of literature for children, including poetry, picture-books, fairy tales, myths and legends, and novels.

402 Literature for Pre-Adolescents and Adolescents (5-0-5)
Designed for teachers in the middle grades and high school. A survey of types of literature primarily read by pre-adolescents and adolescents. (This course does not count toward the English major.)

403 Teaching Composition to Children (5-0-5)
A study of methods of teaching written composition to children; the course will emphasize composition in the middle school. (This course does not count toward the English major.)

404 Advanced Writing (5-0-5)
Practice in various types of writing appropriate to the academic and career interests of the student.

405 The Rise of the English Novel* (5-0-5)
A survey of major eighteenth- and early nineteenth-century British novelists, with emphasis on Defoe, Richardson, Fielding, Sterne, and Austen.

407 The English Novel from Scott to Hardy* (5-0-5)
A survey of the Victorian novel with emphasis on the novels of Scott, Emily Bronte, Thackeray, Dickens, Eliot, and Hardy.

410 The Modern British Novel* (5-0-5)
A study of several modern British novels, with emphasis on works by Conrad, Woolf, Lawrence, Forster, Greene, and Joyce.

415 The American Novel Through Henry James* (5-0-5)
A study of the American novel in the 19th-century, including works by Cooper, Hawthorne, Melville, Twain, Crane, and James.

420 The Modern American Novel* (5-0-5)
A study of several major American novels written since World War I, including works by such novelists as Hemingway, Fitzgerald, Faulkner, West, and Bellow.

430 Modern Drama* (5-0-5)
A survey of major European and American dramatists, including Ibsen, Shaw, Chekhov, Yeats, O'Neill, Sartre, Brecht, Miller, and Williams.

435 Modern Poetry* (5-0-5)
A study of the major movements in English and American poetry from World War I to the present. Emphasis is placed on Eliot, Yeats, Pound, Frost, and Auden.

450 Chaucer* (5-0-5)
Troilus and Criseyde, The Canterbury Tales, and some minor poems.

455 Shakespeare* (5-0-5)
The major histories, comedies, and tragedies; the Elizabethan theatre.

460 Milton* (5-0-5)
The major and minor poems and selected prose.

469 Theories of Writing (5-0-5)
An introduction to theories of writing, both classical and modern, including the perspectives offered by linguistics, psychology, rhetoric, and literary theory.

470 Literary Criticism* (5-0-5)
The major critics from Aristotle to the present, with emphasis on the development of various twentieth-century critical positions.

472 Poetry Workshop (5-0-5)
An intensive practicum in the writing of poetry. Students will write and revise their own poetry; participate in a weekly workshop of evaluation and criticism; and read extensively in the work of contemporary poets.

474 Fiction Workshop (5-0-5)
Advanced concepts and procedures important to the writing process, among them questions of genre, mode, and technique. Students will write material in the genre of

their choice, critique the work of other students, analyze selected published works, and read selected texts focused on the writing process.

475 Teaching High School English (5-0-5)

A consideration of the problems involved in teaching language, literature, grammar, and composition at the high school level.

477 Dramatic Writing (5-0-5)

A workshop in the writing of one-act and full-length plays or screenplays. Topics to be discussed include Aristotle and dramatic theory, plot structure, character, dialogue, naturalism, symbolism, theme, production problems, and manuscript format.

478 Major Project I (5-0-5)

An independent study course which allows the student to devote full attention to a writing project. The student should focus on some aspect of narrative, dramatic, or poetic writing and should produce a work of publishable or near publishable quality.

479 Major Project II (5-0-5)

An advanced independent study course which allows the student to devote full attention to a writing project. The student should focus on some aspect of narrative, dramatic, or poetic writing and should produce a work of publishable or near publishable quality.

480 Introduction to Linguistics (5-0-5)

The fundamentals of descriptive and structural linguistics; phonemes and phonemic transcription; morphology and syntax; and transformational grammar.

485 History of the English Language (5-0-5)

Anglo-Saxon to the present.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter,

attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics* (5-0-5)

Prerequisite: Permission of the instructor.

Seminar in a particular subject or movement, often conducted on an interdisciplinary basis.

496 Undergraduate Internship (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

499 Undergraduate Research (Variable)

Prerequisite: Permission of the instructor.

Research into a specific topic under the close direction of the supervising instructor. Emphasis will be placed on the student's learning research techniques. To be arranged.

French (FR)

111 Elementary French (5-1-5)

Fundamentals of listening, speaking, reading, and writing French. Fall.

112 Elementary French (5-1-5)

Prerequisite: FR 111 or equivalent.

Continuation of FR 111. Winter.

201 Intermediate French I (5-1-5)

Prerequisite: FR 111-112 or two units of high school French.

Review of French grammar; reading and translation of various types of French literature. Emphasis on oral expression and aural comprehension. Spring.

202 Intermediate French II (5-0-5)

Prerequisite: FR 201 or equivalent.

A continuation of French 201. Fall.

Note: The above courses, FR 201 and 202, are considered service courses and are not to be included in the 20 hours required for a minor in French.

311 Conversational French (Variable)

Prerequisite: FR 202 or equivalent.

A course designed to promote the student's ability to express himself or herself correctly in spoken and written French; emphasis on vocabulary building, oral expression, interactive activities.

312 French Composition (5-0-5)

Prerequisite: French 202 or equivalent.

A course designed to promote the student's ability to express himself or herself correctly in written French. Emphasis on vocabulary building and advanced grammar. Some expository writing, letter writing, creative writing.

316 French Culture (5-0-5)

Prerequisite: French 202 or equivalent.

A study of civilization and culture of the French-speaking world with attention given to history, geography, customs, art, and music.

320 Survey of French Prose (5-0-5)

Prerequisite: French 202 or equivalent.

A survey of major prose genres and principal writers.

321 Survey of French Poetry (5-0-5)

Prerequisite: French 202 or equivalent.

A survey of major movements and representative writers of French poetry.

325 French Phonetics (5-0-5)

Prerequisite: French 202 or equivalent.

A study of French phonetics, including the International Phonetic Alphabet and the correspondence between spelling and pronunciation.

461 Foreign Language Teaching Methodologies (5-0-5)

Prerequisite: French 202 or equivalent.

A study of different approaches to the teaching of French. Emphasis on the problems, materials, and the techniques appropriate to the teaching of French at various levels.

490 Cullum Lecture Series (V,1-5)

A variable-content course where students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen each spring quarter, attend films

and/or panel discussions, participate in class discussions and prepare a project relevant to the quarter's topic.

495 Selected Topics (V,1-5)

Prerequisite: French 202 or equivalent.

A variable-content course, intended to meet the interest of senior students desiring to make an intensive study of some special area of French language or literature.

Study Abroad (V,1-15)

(See course numbers under International Intercultural Studies Program. For an explanation of the program, see page 13.)

The study of French language and culture in a native environment. Designed specifically for students participating in the University System of Georgia Study Abroad Program. To be arranged.

Geography (GGY)

101 Physical Geography (5-0-5)

A survey of physical geography. Spring.

Geology (GLY)

101 Physical Geology (3-4-5)

Study of minerals and rocks; fundamentals of earth structure and processes including vulcanism, mountain-building, erosion, sedimentation, metamorphism. Laboratory includes study of common minerals and rocks, interpretation of geologic maps and cross-sections.

102 Historical Geology (3-4-5)

Prerequisite: GLY 101 or permission of instructor.

A study of geologic principles applicable to earth history. Includes basic stratigraphy and paleontology, and survey of geological and biological events during earth development. Survey geologic time periods.

German (GER)

111 Elementary German (5-1-5)

Fundamentals of listening, speaking, reading and writing German. Fall.

112 Elementary German II (5-1-5)

Prerequisite: GER 111 or equivalent.

Continuation of GER 111. Winter.

201 Intermediate German I (5-1-5)

Prerequisite: GER 111-112 or two units of high school German.

Review of German grammar, reading, and translation of various types of German. Emphasis on oral expression and aural comprehension. Spring.

202 Intermediate German II (5-0-5)

Prerequisite: GER 201.

A continuation of German 201. Fall.

311 Conversational German (5-0-5)

Prerequisite: GER 201-202 or equivalent.

A course designed to promote the student's ability to express himself or herself correctly in spoken German.

495 Selected Topics (Variable)

Prerequisites: Junior or senior standing and permission of the department chairman.

A variable-content course, intended to meet the interests of students minoring in German and desiring to study some special area of German language or literature. May be repeated for credit. To be arranged.

Study Abroad (V,1-15)

(See course numbers under International Intercultural Studies Program. For an explanation of the program, see page 13.)

The study of German language and culture in a native environment. Designed specifically for students participating in the University System of Georgia Study Abroad Program. To be arranged.

History (HIS)

All students receiving a baccalaureate from Augusta College are required to present credits in HIS 211 or 212. Transfer students from outside the state may present the equivalent of HIS 211 or 212 and, in addition, HIS 479, or pass the exemption examination in Georgia History.

Unless otherwise indicated, junior or senior level standing or permission of the in-

structor is required for all 300 and 400-level course offerings.

115 Western Civilization I (5-0-5)

An introduction to the institutions and ideas that have played a prominent role in the Western World from pre-history to mid-17th century.

116 Western Civilization II (5-0-5)

A continuation of HIS 115 from mid-17th century to the present.

211 American History I:

The United States to 1877 (5-0-5)

A study of the colonial foundations, the American Revolution, the founding of the government of the United States, and the development of nationalism, sectionalism, and democracy through the period of the Civil War and Reconstruction.

212 American History II:

The United States Since 1877

(5-0-5)

The United States from the end of Reconstruction to the present time.

**295 Selected Topics such as
World Civilization and World
Geography (5-0-5)**

311 History of England to 1689 (5-0-5)

Prerequisite: Permission of the instructor.

The development of England with particular emphasis upon the origins of constitutional, economic, and social institutions.

312 History of England

From 1689 to the Present (5-0-5)

Prerequisite: Permission of the instructor.

Constitutional developments, rise of parliamentary supremacy, impact of the Industrial Revolution, and institutional and social reform in the 19th and 20th centuries.

321 Renaissance and

Reformation, 1350 to 1648 (5-0-5)

Prerequisite: HIS 115.

A study of social and religious attitudes, significant changes in political theory and economical activities, and leading to the religious and political upheavals of the 16th and 17th centuries.

325 Age of Reason and Enlightenment, 1648 to 1789 (5-0-5)

Prerequisite: HIS 115 or equivalent.
European institutions and ideas emphasized. Attention given to the emergence of Russia and Prussia as important states, and the development and influence of scientific and political theories.

331 French Revolution and Napoleon (5-0-5)

Prerequisites: HIS 115 and 116, or equivalents.

A study of the great political and social upheavals in France. Emphasis given to the impact of the Revolution and Napoleon upon Europe and the Americas.

335 Nineteenth Century Europe (5-0-5)

Prerequisite: Permission of the instructor.
The rise of nationalism, liberalism, and democracy; the industrialization of society; origins and evolution of socialist thought and action; the progress of science; the "new imperialism" and systems of alliances which preceded WWI.

337 Twentieth Century Europe (5-0-5)

Prerequisite: Permission of the instructor.
A history of Europe from C. 1900 to the present. The main political, social, economic, intellectual, and international movements will be stressed.

357 Military History of the Western World (5-0-5)

Prerequisite: HIS 115 or HIS 116.
A study of the social, political, and economic causes and effects of war by tracing the use of war and the development of its technology in Western history from the Greek period to the 18th century. Winter.

372 Social and Intellectual History Since 1870 (5-0-5)

A study of the great ideas which have helped shape our society. This course attempts to pull together the most important theories and discoveries in the humanities and sciences.

373 United States Diplomatic History to 1898 (5-0-5)

Prerequisite: Permission of the instructor.
A general introduction to the nation's foreign relations with special attention to principles

of foreign policy established in the 19th century.

374 United States Diplomatic History From 1898 to the Present (5-0-5)

Prerequisite: Permission of the instructor.
The emergence of the United States as a world power with an intensive study of the forces that have shaped the nation's foreign policy.

375 Afro-American History to 1865 (5-0-5)

376 Afro-American History from 1865 to Present (5-0-5)

381 Colonial Latin America (5-0-5)

Prerequisite: Permission of the instructor.
The sedentary pre-Columbians, Iberian backgrounds, explorations, conquests, and colonial institutions in Hispanic America through the wars of independence.

382 Latin America in the 19th and 20th Centuries (5-0-5)

Prerequisite: Permission of the instructor.
The national histories of the Latin American states with special attention to the ABC Powers, Columbia, and Venezuela.

391 East Asia From Antiquity (5-0-5)

A survey of Chinese and Japanese civilizations emphasizing cultural institutions. Open to upperclassmen.

392 East Asia From 1850 to the Present (5-0-5)

The major domestic and foreign policy changes in China and Japan in reaction to Western encroachment. Open to upperclassmen.

400 Ancient Greece* (5-0-5)

Political, economic, social, and cultural study of Greece through the time of Alexander the Great.

410 History of Architecture* (5-0-5)

This course traces the great traditions of classic architecture from Greece and Rome through its revivals in England and the

United States, contrasts them with the Gothic tradition, and concludes with a survey of contemporary styles.

417 Russian History to 1905* (5-0-5)

Prerequisite: Permission of the instructor.
The development of Russia from the Kievan state through the Russo-Japanese War.

418 Russian History From 1905 to the Present* (5-0-5)

Prerequisite: Permission of the instructor.
The revolutions of 1905 and 1917. Development of the Soviet state and its foreign policy from 1917 to the present.

421 The British Empire and Commonwealth* (5-0-5)

Britain as an imperial power and the emergence of the Commonwealth. Open to upper-classmen.

448 History of West Africa* (5-0-5)

A study of the major themes in West African history from A.D. 1000 to the present, with emphasis on the medieval empires, the impact of Islam, cultural and commercial links with Europe, the slave trade, imperialism, the rise of West African nationalism and the restoration of independence. Fall.

457 Military History of the United States* (5-0-5)

Prerequisite: HIS 211 or HIS 212.
A study of the social, political and economic causes and effects of war by tracing the use of war and the development of its technology in the context of the western world in general and in United States history in particular from the 18th century to the present. Winter.

471 American Colonial History* (5-0-5)

Prerequisite: Permission of the instructor.
An intensive study of the colonization of the Atlantic seaboard of North America. Full treatment given to international rivalries, diplomacy, westward expansion, the Revolution, and emergence of the new nation.

473 The United States From Independence to 1850* (5-0-5)

Prerequisite: HIS 211 or equivalent.
The development of American institutions during the Federalist, Jeffersonian, and Jacksonian periods.

475 Civil War and Reconstruction* (5-0-5)

Prerequisite: HIS 211.
An intensive study of the forces which led to the war for southern independence, and to the military, diplomatic, and political aspects of the war. Re-entry of the South into the life of the nation treated in detail.

476 The New South, 1877 to the Present* (5-0-5)

Prerequisite: Permission of the instructor.
An examination of the economic and social changes in the former Confederate states plus Kentucky and Oklahoma.

477 The United States Since World War II* (5-0-5)

Prerequisite: Permission of the instructor.
An in-depth study of the political, diplomatic, social, economic, and intellectual history of the U.S. since 1945.

479 Georgia History* (5-0-5)

A study of Georgia which focuses on local history and shows the connections with national and world events. The course fills the legislative requirement for Georgia History.

481 History of Mexico From Antiquity to the Present* (5-0-5)

Prerequisite: Junior or senior standing.
Pre-Cortesian civilizations, Spanish conquest, colonial institutions, independence, and special emphasis on Mexico since 1917.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics* (Variable)

Prerequisite: Permission of the department chair.

496 Undergraduate Internship* (1-15)

An internship is a service-learning experience based in an institution or agency, em-

phasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

499 Historical Research and Writing (5-0-5)

Prerequisites: HIS 115, 116, 211 and 212 or permission of instructor.

Methods of historical research and analysis as well as the generally accepted usages in historical composition. Required of all history majors and should be taken in sophomore or junior year.

Note: International Studies can be used to satisfy history major requirements (see IS).

Humanities (HUM)

221 Greece, Rome, and Early Christianity (5-0-5)

Prerequisite: ENG 101-102 or 111.

A study of the ideas and values of the ancient world as they are embodied in the art, music and literature of the Greeks, Romans, and early Christians. Quarterly.

222 Middle Ages to the Age of Reason (5-0-5)

Prerequisite: ENG 101-102 or 111, and HUM 221.

A study of the major intellectual, literary, and aesthetic developments from the fourteenth through the eighteenth century. Quarterly.

323 The Modern World (5-0-5)

Prerequisites: ENG 101-102 or 111, and HUM 221 and 222.

A study of intellectual, literary, and aesthetic developments as they appear in major artistic, musical, and literary works of the nineteenth and twentieth centuries. Quarterly.

495 Selected Topics (5-0-5)

Prerequisites: ENG 101-102 or 111, and HUM 221, 222, 323.

Variable topics focusing on the intellectual and aesthetic movements of a particular period or culture. To be arranged.

International Studies (IS)

301 International Studies

An introduction to the major factors influencing world affairs with emphasis on the role of the United States. Sources and manifestations of conflict as well as the mechanisms for dealing with world crises will be examined.

International Intercultural Studies Program (ISP)

The following course numbers are used to record participation in the programs conducted by the International Intercultural Studies Program of the University System of Georgia. A short descriptive title will be assigned to show the field of study. For a description of the program, see page 13.

295 Intermediate Intercultural Studies Program (V,1-15)

Introductory language and/or civilization abroad. Designed primarily for freshmen and sophomores, or those at the initial stages of a foreign language. An internship may be a component of the course. Credit varies up to 15 quarter credit hours per term.

396 International Intercultural Studies Program (V,1-15)

Intermediate level of study of language, civilization, business, or science abroad. Designed primarily for juniors and seniors, or those placing at this level. An internship may be a component of the course. Credit varies up to 15 quarter credit hours per term.

497 International Intercultural Studies Program (V,1-15)

Advanced study of language civilization, business, or science abroad. Designed primarily for students placing at this level, including postgraduate or graduate students not concentrating in the discipline for which they seek credit. An internship may be a component of the course. Credit varies up to 15 quarter credit hours per term.

Journalism (JRL)

300 Introduction to Journalism (5-0-5)

Survey of basic techniques of journalism: information gathering, newswriting, feature writing, copy editing, advertising, and broadcast journalism.

305 Newswriting (5-0-5)

Prerequisite: JRL 300 or permission of instructor.

Study of various news gathering and writing techniques; practical assignments written to a deadline.

310 Feature Writing (5-0-5)

Prerequisite: JRL 300 or permission of instructor.

A practical course in writing and marketing various types of feature articles for newspapers, magazines, and other periodicals.

315 Copy Editing and Layout (5-0-5)

Prerequisite: JRL 305 or 310 or permission of instructor.

Study of the purpose and methods of preparing all types of news copy for publication, with the emphasis on thoroughness, economy, and accuracy; analysis of page makeup and headline writing.

350 Broadcast Journalism (5-0-5)

Prerequisite: JRL 305 or 310.

Processing local and wire service news for radio and television; preparing newscasts in radio and television newsrooms.

360 Public Relations Practices (5-0-5)

An introduction to the field of public relations. The course includes a study of the publics served and an evaluation of the effectiveness of public relations campaigns, with concentration on image building.

370 Advertising Strategy and Campaigns (5-0-5)

An introduction to the history and theory of advertising, including the setting of ad objectives, handling campaigns, and measuring results.

450 Public Relations Case Studies

(5-0-5)

Prerequisite: JRL 360.

Public Relations Case Studies is designed to offer upper-level students the chance to pursue advanced studies in public relations. The emphasis will involve case studies of actual and simulated public relations problems. Additionally, students will explore the professional and academic public relations literature and conduct research into this field.

460 Public Opinion and Propaganda (5-0-5)

A study of how public opinion is formed and reinforced through the media. The course will focus on how the media affects society and on how politicians, business people, and special interest groups use the media.

470 Advertising Copywriting (5-0-5)

A study of the principles and practices involved in preparing copy for all media. Students will design projects appropriate for broadcast, print, outdoor, transit, and specialty advertising.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics (5-0-5)

Prerequisite: Permission of instructor.

A directed project or class in an advanced journalism topic such as freelancing, community reporting, documentary journalism, reviewing, etc.

496 Internship/Practicum (Variable)

Prerequisite: Permission of instructor.

In-service learning experience in electronic or print media.

Latin (LAT)

111 Elementary Latin I (5-0-5)

No prerequisite. Fundamentals of reading and writing Latin.

112 Elementary Latin II (5-0-5)

Prerequisite: Latin 111 or equivalent. Fundamentals of reading and writing Latin.

Mathematics (MAT)

See page 126 for Development Studies 098 and 099, Development Mathematics.

107 College Algebra (5-0-5)

Prerequisite: Two units of high school algebra.

A study of the real number system, exponents, equations and inequalities, relations and functions, systems of linear equations and inequalities, linear programming and matrices. No credit for this course if credit has been earned in MAT 115. Quarterly.

109 Contemporary Mathematics (5-0-5)

Prerequisite: MAT 107.

A study of the nature of and applications of mathematics. Topics include logic and proof techniques, counting and probability, statistics, algorithm development and computers. Supplementary topics chosen from number theory, graph theory, the metric system, or geometry. Advanced placement available. Fall, Winter, Spring.

115 Precalculus Mathematics (5-0-5)

Prerequisite: MAT 107; (students may enroll in MAT 115 without having completed MAT 107 provided they have two units of high school algebra and one unit of geometry; SAT-M score of 500 or greater and HSA of 2.5 or greater.)

A study of the real number system, theory of equations, exponential and logarithmic functions, and trigonometric functions. Quarterly.

122 Calculus With Business

Applications (5-0-5)

Prerequisite: MAT 107.

An intuitive approach to the study of differential and integral calculus with applications

in economics and management. Advanced placement available. Quarterly.

201 Calculus and Analytical Geometry I (5-0-5)

Prerequisite: MAT 115 or equivalent.

An introduction to calculus with emphasis on the concept of limits, continuity and derivative of a function, differentiation of algebraic functions, applications of differentiation, introduction to integration. Advanced placement available. Quarterly.

202 Calculus and Analytical Geometry II (5-0-5)

Prerequisite: MAT 201.

Differentiation and integration of logarithmic, exponential, trigonometric, and hyperbolic functions with applications; techniques of integration, conic sections, polar coordinates, parametric equations. Fall, Winter, Spring.

203 Calculus and Analytical Geometry III (5-0-5)

Prerequisite: MAT 202.

Applications of the definite integral, sequences and series, L'Hospital's rule, improper integrals, vectors. Fall, Winter, Spring.

204 Calculus and Analytical Geometry IV (5-0-5)

Prerequisite: MAT 203.

Vector calculus, partial differentiation with applications, multiple integration with applications. Fall, Spring.

221 Elementary Statistics (5-0-5)

Prerequisite: MAT 107 or permission of instructor.

Functional and summation notation, frequency distributions, descriptive measures, probability, mathematical expectation, binomial and normal probability distributions, statistical inference, hypothesis testing, simple linear regression and correlation, and the chi square statistic. (Not to be counted toward a mathematics major or minor except for prospective elementary school teachers.) Quarterly.

231 Statistical Methods (3-0-3)

Prerequisite: MAT 221.

Further study of regression and correlation. Study of experimental design, analysis of variance, analysis of covariance, and non-parametric statistics. (Not to be counted toward a mathematics major or minor except for prospective elementary school teachers.) To be arranged.

302 Differential Equations (5-0-5)

Prerequisite: MAT 204 or MAT 203 and permission of instructor.

Ordinary differential equations with applications to topics including mechanics and electricity. A study of methods of solving first order nth-order linear, and simultaneous differential equations. Methods include Laplace transformations and series solutions. Spring.

303 Symbolic Logic and Set Theory (5-0-5)

Prerequisite: MAT 201 or 122.

A study of the logical connectives, the algebra of propositions, quantification, inference and arguments, the algebra of sets, relations and mappings, set-theoretic proofs. Quarterly.

321 Modern Abstract Algebra I (5-0-5)

Prerequisite: MAT 303 or permission of instructor.

Basic ideas of abstract systems such as operations and bijections. Definition and basic properties of groups. Homomorphisms. Winter.

322 Modern Abstract Algebra II (5-0-5)

Prerequisite: MAT 321.

Definitions and basic properties of rings, fields and integral domains. Construction of number systems, polynomials, vector spaces, field extensions, elementary Galois theory. Spring.

325 Probability and Statistics I (5-0-5)

Prerequisite: MAT 203.

Probability, mathematical expectation, study of discrete and continuous probability distributions, moment-generating functions, and the central limit theorem. An introduction to sampling distributions, statistical inference, and hypothesis testing. Fall, odd years.

326 Probability and Statistics II (5-0-5)

Prerequisite: MAT 325.

A study of game theory and decision criteria, point and interval estimation, theory and applications of hypothesis testing, non-parametric tests, regression and correlation, analysis of variance, and a general introduction to experimental design. Winter, even years.

331 Theory of Numbers (5-0-5)

Prerequisite: MAT 303 or permission of instructor.

Topics include divisibility, primes, finite induction, Diophantine equations, congruences, continued fractions, quadratic residues, and Pell's equation. Winter, odd years.

381 Linear Algebra (5-0-5)

Prerequisite: MAT 303 or permission of instructor.

A study of vector spaces with emphasis on finite-dimensional vector spaces, linear transformations, matrices, and linear equations and determinants. Spring, odd years.

401 Mathematical Analysis* (5-0-5)

Prerequisite: MAT 204 and MAT 303 or permission of instructor.

A study of some topology of real numbers, sets, functions, limits, sequences and series of real numbers. Fall, even years.

402 Mathematical Analysis II* (5-0-5)

Prerequisite: MAT 401.

A study of continuous and discontinuous functions on metric spaces, connectedness, compactness, completeness, the Riemann integral, differentiation. Winter, odd years.

425 Fundamental Ideas of Arithmetic for Elementary Teachers (5-0-5)

Prerequisite: MAT 107 and either admission to teacher education or permission of instructor.

Development of the various number systems, number bases, arithmetic processes, approved methods of introducing arithmetic ideas. (Not to be counted toward a major or a minor in mathematics.) Winter, Spring.

431 Modern Geometry* (5-0-5)

Prerequisite: MAT 303 or permission of instructor. A modern treatment of geometry primarily from the metric approach but with some reference to the Euclidean synthetic approach. Parallelism, similarity, area, constructions, non-Euclidean and finite geometries. Summer, even years.

435 Numerical Analysis* (4-2-5)

Prerequisite: CSC 205 or CSC 211, or permission of the instructor; and MAT 302.

A study of the application of computer-oriented techniques to the solution of mathematical problems including such topics as non-linear equations, numerical integration and differentiation, numerical solution of initial value problems in ordinary differential equations. Spring, even years.

441 History of Mathematics* (5-0-5)

Prerequisite: MAT 303.

A study of the nature and historical origin of mathematics. Analysis of the concepts of algebra, trigonometry and calculus. Solution of problems pointed toward appreciation of early mathematical developments. Winter, even years.

451 Complex Variables* (5-0-5)

Prerequisite: MAT 203 and either MAT 303 or permission of instructor.

A study of the field of complex numbers, elementary functions of a complex variable, limits, derivatives, analytic functions, mapping by elementary functions, integrals, power series, residues and poles. Summer, odd years.

**456 Methods of Teaching
Secondary Mathematics** (5-0-5)

Prerequisite: EDU 456, MAT 321 and 431 or permission of instructor.

A study of the materials and instructional procedures basic to the successful teaching of secondary school mathematics. Emphasis on problem-solving, discovery teaching, evaluation, enrichment. Winter.

481 General Topology* (5-0-5)

Prerequisite: MAT 204 and MAT 303 or permission of instructor.

A systematic survey of the standard topics of general topology with particular emphasis

on applications to the space of reals; topological spaces, mappings, compactness, product space, nets and convergence. To be arranged.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics (Variable)

Prerequisite: Permission of instructor.

Modern concepts in special areas of mathematics. To be arranged.

496 Undergraduate Internship (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skill under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

499 Undergraduate Research (Variable)

Prerequisite: Permission of department chairman (for seniors only).

Individual mathematics research. A minimum of three hours per week for each quarter hour credit. To be arranged.

Military Science (MIL)

Basic Course**101 Introduction to Army ROTC** (2)

A history of the ROTC program and its development. An overview of the customs, responsibilities, and characteristics of the military officer. Fall.

102 CPR and First Aid (2)

A study of practical application of cardiopulmonary resuscitation (CPR) and other first aid measures to be applied in the event of: choking, severe bleeding, shock, bone

fractures, burns, drowning, frost bite, heat exhaustion and heat stroke. Winter.

104 Survival (2)

A study and practical exercise introducing military techniques used to sustain human life when separated from logistical support in a wilderness environment. Fall.

105 Adventure Training (2)

The study and practical exercise of military skills including mountaineering, Ranger and Special Forces tactics and techniques. Winter.

201 Basic Map Reading (2)

A study of military map and aerial photograph reading as applied in land navigation by the small unit commander. Spring.

202 U.S. Weapons (2)

A study of the characteristics and employment of the basic individual and crew-served weapons in the U.S. Army. Winter.

203 Soviet Bloc Weapons (2)

An overview of the Soviet threat and Soviet land battle doctrine. A study of the characteristics and employment of the basic individual and crew-served weapons used by the armies of the Soviet Bloc nations. Fall.

204 Basic Communications (2)

A study of tactical communication procedures and equipment as used by the small unit commander. Includes use of both radio and wire communications. Spring.

206 Military Leadership and Management

A study of management and leadership that relates to both civilian and military environments. Spring.

Advanced Course

MIL 301 Advanced Map Reading and Communications (3)

A study of map reading as applied in land navigation and a study of communications procedures and equipment. Fall.

MIL 302 Tactical Military Leadership and Management (3)

A study of the fundamentals of leadership and the leader's role in directing individuals and small units in offensive and defensive tactics. Includes physical conditioning. Winter.

MIL 303 Military Skill Development (3)

A study of the characteristics of the basic individual and crew-served weapons, adjusting indirect fire, and survival in a nuclear-biological-chemical environment. Includes military skills review and physical conditioning. Must have prior approval of Professor of Military Science for enrollment. Spring.

MIL 304 Undergraduate Internship (5)

Practical exercise in the responsibilities of small unit leadership (Summer Camp). Includes physical conditioning, weapons firing, field training and small unit exercises. Summer.

MIL 401 Command Military Leadership and Management (3)

A study of command responsibilities, military ethics, military writing and a branch orientation. Fall.

MIL 402 Staff Military Leadership and Management (3)

A study of the staff functions and responsibilities of the unit level staffs in: personal management and administration; intelligence; operations and training; logistics; and military justice.

MIL 403 Methods in Instruction (3)

(Selected) practical exercise in the skills of presenting effective military instruction. Spring.

Music (MUS)

101 Introduction to Music (5-0-5)

An introduction to the elements of reading, writing, and listening to music. Emphasis is on a theoretical as well as practical application of basic music fundamentals as they

relate to musical performance. Open to anyone desiring to learn to read and write music or wishing to prepare for music theory program. Summer.

105 Music Literature (3-V-3)

An introductory survey of music literature presented chronologically and by type. Listening requirements include laboratory and concerts. Open to all students. No prerequisites. Should be taken concurrently with MUS 125. Fall.

111, 112 Elementary Music Theory I, II (3-0-3)

Prerequisite: MUS 125 or permission of instructor.

The study of rudimental materials of the theory of music including scales, intervals, key signatures, terminology, and diatonic harmony. MUS 111 should be taken concurrently with MUS 126. MUS 112 should be taken concurrently with MUS 127. Winter, Spring.

125, 126, 127 Elementary Ear Training and Sight Singing I, II, III (2-0-1)

A sequence of courses in the fundamentals of music with emphasis upon application to singing at sight and aural melodic and rhythmic dictation. Laboratory format. Must be taken in sequence. MUS 125 should be taken concurrently with MUS 105. MUS 126 should be taken concurrently with MUS 111. MUS 127 should be taken concurrently with MUS 112. Fall, Winter, Spring.

195 Recital Laboratory (0-V-0)

All music majors must register in Music 195 during Fall, Winter, and Spring quarter. Attendance at 80% of all student, junior, senior, and faculty recitals is required in order for the grade to be registered as satisfactory. Music education majors are exempt from this requirement during the quarter which they are enrolled in student teaching. Other exemptions must be approved by the chairman. Graded S and U.

211, 212 Intermediate Music Theory I, II (3-0-3)

Prerequisite: MUS 112, MUS 127.

Continuation of first year theory with introduction of sevenths and chromatically altered chords. MUS 112 should be taken concurrently with MUS 316. MUS 113 should be taken concurrently with MUS 317. Fall, Winter.

225 Music Appreciation (5-0-5)

A survey of musical styles for non-music majors. Emphasis on music in the standard repertoire and on current trends in popular, sacred, and concert music. Arranged.

231 Voice Class (2-0-1)

Class singing instruction for students who have not studied voice previously or are at the elementary level. Proper breathing and posture, tone production, vocal technique, and English and Italian diction are stressed. Quarterly.

233 Class Piano (2-0-1)

Elementary keyboard harmony, improvisation and transposition, scales, arpeggios, and selected piano repertory. Basic piano skills. May be repeated for credit. Quarterly.

312 Counterpoint (3-0-3)

Prerequisite: MUS 212.

An eclectic approach to contrapuntal technique utilizing vocal, instrumental, and keyboard styles. Spring, alternating years.

313, 314 Advanced Music Theory and Counterpart I, II (3-0-3)

Prerequisite: MUS 212.

A study of contemporary harmonic structures and contrapuntal practices with orchestration. Modal harmony, extended triads, non-tertian sonorities, and introduction to serial technique will be utilized in scoring for instrumental and vocal ensembles up to and including the full orchestra. Fall, Winter.

316, 317, 318 Advanced Ear Training and Sight Singing (2-0-1)

Prerequisite: MUS 127.

A sequence of courses in advanced ear training and sight singing including harmonic dictation, advanced rhythmic dictation and

keyboard harmonization. Laboratory format. Must be taken in sequence. MUS 316 should be taken concurrently with MUS 211. MUS 317 should be taken concurrently with MUS 212. Fall, Winter, Spring.

321, 322, 323 Music History and Literature (4-1-4)

Prerequisite: Permission of department chairman.

A survey of the development of music from Greek origins to the present, including music of the Middle Ages, Renaissance, Baroque, Classical, Romantic, and Twentieth Century periods. A study of master works in music literature is integrated into the course with additional requirements in listening to live and recorded performances. Fall, Winter, Spring.

334 Italian Diction (2-0-2)

A study of Italian diction as applied to singing. Emphasis on proper pronunciation, the singing of Italian songs and arias, and use of the international phonetic alphabet.

335 German Diction (2-0-2)

A study of German diction as applied to singing. Emphasis on proper pronunciation, the singing of German songs and arias, and the use of the international phonetic alphabet.

336 French Diction (2-0-2)

A study of French diction as applied to singing. Emphasis on proper pronunciation, the singing of French songs and arias, and the use of the international phonetic alphabet.

351 Kindergarten and Elementary Public School Music (5-0-5)

A course designed to acquaint the classroom teacher with the fundamentals of music and with methods of teaching classroom music, rhythmic and movement activities, singing, and playing of soprano recorder and the Orff instrumentarium.

352 Elementary and Middle School Music Methods 3 hours

Prerequisite: Permission of the department chairman.

A study of the methods and techniques of teaching music in the elementary and middle schools with emphasis on Orff-Schulwerk methodology.

367 Opera Theatre (2-V-2)

A select group for the study of opera production, singing, movement, and dramatic action with stage diction. Members will perform either opera, operetta, or musical comedy repertoire each spring. Short programs of Musical Theatre numbers are presented in the community or on tour.

371 Instrumental Techniques (Brass Methods) (2-0-2)

Prerequisite: Permission of department chairman.

A study of brass instruments conducted as an introduction to the teaching of French horn, trumpet, trombone and tuba, baritone, and cornet, and demonstration of the class teaching methods of these instruments.

372 Instrumental Techniques (Woodwind Methods) (2-0-2)

Prerequisite: Permission of department chairman.

Same as above but applied to woodwind instruments. Winter, alternate years.

373 Instrumental Techniques (String Methods) (2-0-2)

Prerequisite: Permission of department chairman.

Same as above but applied to violin, viola, cello, and bass.

374 Instrumental Techniques (Percussion Methods) (2-0-2)

Prerequisite: Permission of department chairman.

Same as above but applied to bass drum, snare drum, cymbals, tympani, and other percussion instruments.

375 Choral Methods (3-0-3)

Prerequisite: Permission of department chairman.

A study of choral techniques as applied to public school teaching.

376 Band and Orchestra Methods (3-0-3)

Prerequisite: Permission of department chairman.

A study of the methods of organization, administration, and teaching utilized in the total public school instrumental music program.

381 Contemporary Literature (2-0-2)

Prerequisite: Permission of instructor.

A survey of musical styles and literature in the 20th century.

382 Sacred Music Literature (2-0-2)

Prerequisite: Permission of instructor.

A general survey of the role of music in the worship service based upon Hebraic-Christian tradition.

383 Ethnic Influence in Music (2-0-2)

Prerequisite: Permission of instructor.

A study of non-Western contribution and influence in music.

384 Vocal Literature (2-0-2)

Prerequisite: Permission of instructor.

A study of solo song literature.

395 Experiencing the Arts (1-V-1)

Attendance at a choice of college and community arts programs including vocal and instrumental music, art exhibits, drama, dance, and opera. Seminar discussions will prepare and guide enjoyment and understanding. Open to all students.

396 Experiencing the Arts (1-V-1)

The same as MUS 395A but with the addition of a research paper.

411, 412, 413 Orchestration I,II,III (2-0-2)

A study of the techniques of writing for instruments beginning with small groups and culminating in the full orchestra. Fall, Winter, Spring, alternating years.

416 Form and Analysis (3-0-3)

Prerequisite: MUS 212

A study of the elements of musical composition through the analysis of selected compositions and the correlation to previous theoretical studies. Spring, alternating years.

461, 462, 463 Conducting I, II, III (2-0-2)

Prerequisite: MUS 212.

Basic, intermediate and advanced conducting methods using the baton and hand. Interpretation, score reading and preparation, rehearsal methods for choral and instrumental

performing groups. Fall, Winter, Spring, alternating years.

481 Chamber Music Literature (3-0-3)

Prerequisite: Permission of instructor.

A comprehensive survey of chamber music literature of all media from the 17th through the 20th century.

482 Operatic Literature (3-0-3)

Prerequisite: Permission of instructor.

A study of the development of opera from the 17th century to the present.

483 Symphonic Literature (3-0-3)

Prerequisite: Permission of instructor.

A comprehensive study of major symphonic works from the 18th through the 20th century.

484 Organ Literature (3-0-3)

Prerequisite: Permission of instructor.

A comprehensive survey of major organ works and the history of organ design.

485 Piano Literature (3-0-3)

Prerequisite: Permission of instructor.

An in-depth survey of major solo works for the piano from the 18th through the 20th century.

490 Cullum Lecture Series (V, 1-5)

Interdisciplinary seminar on foreign culture. The student will be expected to choose and execute a project in his/her discipline. Spring.

495 Selected Topics (Variable)

Prerequisite: Permission of department chairman.

A study of specific areas of musicology, theory, or music education with emphasis on individual development and preparation for advanced study. Quarterly.

496 Undergraduate Internship (1-15)

A service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the co-operating institution or agency.

Applied Music (MUA)

Applied music (MUA) may be taken for credit or non-credit by a student upon payment of the appropriate fee. Major applied music carries two hours credit for one hour of private instruction per week. Secondary applied music is for those students wishing to acquire a secondary competency on a musical instrument or voice or for non-music majors who wish to begin or continue private study of a musical instrument or voice. Secondary applied lessons carry one hour of credit for one-half hour of private instruction per week.

Lower Division — Major Applied Music

141A	Violin	(1-0-2)
141B	Viola	(1-0-2)
141C	Cello	(1-0-2)
141D	Bass	(1-0-2)
141E	Guitar-Major Applied	(1-0-1)
142A	Flute/Piccolo	(1-0-2)
142B	Oboe/English Horn	(1-0-2)
142C	Clarinet	(1-0-2)
142D	Bassoon	(1-0-2)
142E	Saxophone	(1-0-2)
143A	Trumpet	(1-0-2)
143B	Horn	(1-0-2)
143C	Baritone Horn	(1-0-2)
143D	Trombone	(1-0-2)
143E	Tuba	(1-0-2)
144A	Percussion	(1-0-2)
145A	Piano	(1-0-2)
145B	Piano	(1-0-2)
146A	Organ	(1-0-2)
147A	Voice	(1-0-2)
147B	Voice	(1-0-2)
148A	Composition	(1-0-2)
149A	Harpsichord	(1-0-2)
149B	Early Instruments	(1-0-2)

Upper Division — Major Applied Music

341A	Violin	(1-0-2)
341B	Viola	(1-0-2)
341C	Cello	(1-0-2)
341D	Bass	(1-0-2)
341E	Guitar-Major Applied	(1-0-2)

342A	Flute/Piccolo	(1-0-2)
342B	Oboe/English Horn	(1-0-2)
342C	Clarinet	(1-0-2)
342D	Bassoon	(1-0-2)
342E	Saxophone	(1-0-2)
343A	Trumpet	(1-0-2)
343B	Horn	(1-0-2)
343C	Baritone Horn	(1-0-2)
343D	Trombone	(1-0-2)
343E	Tuba	(1-0-2)
344A	Percussion	(1-0-2)
345A	Piano	(1-0-2)
345B	Piano	(1-0-2)
346A	Organ	(1-0-2)
347A	Voice	(1-0-2)
347B	Voice	(1-0-2)
348A	Composition	(1-0-2)
349A	Harpsichord	(1-0-2)
349B	Early Instruments	(1-0-2)

Senior Recital — Majors

441A	Senior Recital In: Violin	(V-0-3)
441B	Senior Recital In: Viola	(V-0-3)
441C	Senior Recital In: Cello	(V-0-3)
441D	Senior Recital In: Bass	(V-0-3)
441E	Sr. Recital in Guitar	(V-0-3)
442A	Senior Recital In: Flute/ Piccolo	(V-0-3)
442B	Senior Recital In: Oboe/ English Horn	(V-0-3)
442C	Senior Recital In: Clarinet	(V-0-3)
442D	Senior Recital In: Bassoon	(V-0-3)
442E	Senior Recital In: Saxophone	(V-0-3)
443A	Senior Recital In: Trumpet	(V-0-3)
443B	Senior Recital In: Horn	(V-0-3)
443C	Senior Recital In: Baritone Horn	(V-0-3)
443D	Senior Recital In: Trombone	(V-0-3)
443E	Senior Recital In: Tuba	(V-0-3)
444A	Senior Recital In: Percussion	(V-0-3)
445A	Senior Recital In: Piano	(V-0-3)
445B	Senior Recital In: Piano	(V-0-3)
446A	Senior Recital In: Organ	(V-0-3)
447A	Senior Recital In: Voice	(V-0-3)
447B	Senior Recital In: Voice	(V-0-3)
449A	Senior Recital In: Harpsichord	(V-0-3)

449B Senior Recital In: Early Instruments (V-0-3)

Secondary Applied Music

151A Violin	(1/2-0-1)
151B Viola	(1/2-0-1)
151C Cello	(1/2-0-1)
151D Bass	(1/2-0-1)
151E Guitar	(1/2-0-1)
152A Flute	(1/2-0-1)
152B Oboe	(1/2-0-1)
152C Clarinet	(1/2-0-1)
152D Bassoon	(1/2-0-1)
152E Saxophone	(1/2-0-1)
153A Trumpet	(1/2-0-1)
153B Horn	(1/2-0-1)
153C Baritone	(1/2-0-1)
153D Trombone	(1/2-0-1)
153E Tuba	(1/2-0-1)
154 Percussion	(1/2-0-1)
155A Piano	(1/2-0-1)
155B Piano	(1/2-0-1)
156A Organ	(1/2-0-1)
157A Voice	(1/2-0-1)
157B Voice	(1/2-0-1)
158A Composition	(1/2-0-1)
159A Harpsichord	(1/2-0-1)
159B Early Instruments	(1/2-0-1)

Music Ensembles (MUS)

Music ensembles all carry one hour of credit, but rehearsal times vary between one and four hours weekly in addition to public performances. Ensembles are open to all students, and non-music majors are encouraged to participate. Permission of the instructor is usually required, and most groups require an audition.

171 Augusta College Choir (3-0-1)
A selected group of mixed voices. The choir performs frequently on campus and in the community. Fall, Winter, Spring.

173 Augusta College Youth Orchestra (2-0-1)
The orchestra combines the talents of college, community, and school musicians for two major concerts annually. Fall, Winter, Spring.

174 Augusta College Concert Band (Wind Ensemble) (3-0-1)
The Augusta College Band gives quarterly concerts on campus and makes occasional appearances in the community and on tour. Fall, Winter, Spring.

361 Chamber Music (V-0-1)
Small groups organized by arrangement to rehearse and perform ensemble literature. Also for pianists accompanying soloists on a regular basis. Fall, Winter, Spring.

362 Brass Ensemble (V-0-1)
An ensemble for the rehearsal and performance of brass ensemble literature. Fall, Winter, Spring.

363 Augusta College Chamber Choir (3-0-1)
A highly select mixed vocal group with the highest artistic standards. The Chamber Choir performs regularly throughout the year on campus, in the community, and on tours. Other presentations such as an Elizabethan Madrigal dinner may be performed from time to time.

364 Augusta College Jazz Ensemble (V-0-1)
The Augusta College Jazz Ensemble performs frequently on campus, in the community, and on tours, playing a wide variety of popular and jazz music. Fall, Winter, Spring.

365 Percussion Ensemble (V-0-1)
An ensemble for the rehearsal and performance of percussion music. Fall, Winter, Spring.

366 Woodwind ensemble (V-0-1)
Small groups of woodwind instruments for rehearsal and performance of woodwind ensemble literature. Fall, Winter, Spring.

Nursing (NUR)

101 Nursing I (4-9-7)
Co-requisites: BIO 111, PSY 101.
A foundation course preparing the student for subsequent nursing courses. Concepts, principles and techniques/skills which are basic

to nursing practice are introduced within their scientific framework. The nursing process is utilized as a comprehensive tool with which to view stress-adaptation, communication, development and human needs in man. The student is fundamentally prepared to begin functioning in the secondary health care setting in a responsible manner. Fall.

102 Nursing II (4-12-8)

Prerequisite: NUR 101, BIO 111, PSY 101, BIO 112 (Spring Quarter). Co-requisites: BIO 112 (Winter Quarter), and ENG 101.

Implements the nursing process and therapeutic communication skills in meeting the needs of adults who are experiencing selected stressors requiring medical/surgical intervention. Emphasis is placed on those stressors of regulation, circulation, nutrition, respiration, protection, mobility and psychosocial needs that cause an alteration in adaptation. Winter, Spring.

103 Nursing III (4-12-8)

Prerequisites: NUR 101, BIO 111, PSY 101, BIO 112 (Spring Quarter). Co-requisites: BIO 112 (Winter Quarter), EDU 302, BIO 311 (Spring Quarter).

Designed to provide fundamental nursing knowledge required to meet the needs of the childbearing/childrearing family. The course content includes commonly occurring stressors and adaptive responses present within the developing family. Communication skills which are appropriate to the developmental level are emphasized. Theoretical content is presented in the classroom and implemented in a supervised clinical setting. Winter, Spring.

201 Nursing IV (4-12-8)

Prerequisite: All first-year courses.

A study utilizing the nursing process and theoretical concepts of needs, development, and communication to provide nursing care to selected patients with maladaptations of mobility and regulation. Management as it relates to various modalities of nursing care is introduced. Fall.

202 Nursing V (4-12-8)

Prerequisite: NUR 201.

A study utilizing the nursing process and theoretical concepts of needs, development, and

communication to provide nursing care to selected patients with maladaptations of nutrition and elimination, renal function, and psychosocial function. Winter.

203 Nursing VI (4-18-10)

Prerequisite: NUR 202

A study utilizing the nursing process and theoretical concepts of needs, development, and communication to provide nursing care to selected patients with maladaptations of circulation, respiration and protection. Spring.

204 Nursing VII (2-0-2)

Prerequisite: NUR 202. Co-requisite: 203.

Explores the heritage and impact of nursing in society. Specific attention to the nursing organizations, issues, legal and ethical responsibilities of the associate degree nurse to the profession and to the community. Spring.

295 Selected Topics (Variable)

A study of the concepts and principles in special topics in nursing. Spring.

Philosophy (PHY)

101 Introduction to Philosophical Issues (5-0-5)

Prerequisite: ENG 101 or permission of instructor.

The fundamentals of philosophy. A study of its meaning, function vocabulary, and the major problems and types of philosophy in experience, history, and representative thinkers. Quarterly.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics (Variable)

Prerequisites: Permission of instructor and approval of the department chairman. Seminar or directed study on a major philosopher,

school of philosophy, area of philosophical specialization, or various philosophical problems. May be repeated for credit. Quarterly.

499 Undergraduate Research (Variable)

Prerequisite: Permission of instructor and approval of the department chairman.

Individual philosophical investigation performed by the student on a topic of his choice under the direction of a specific instructor. Emphasis will be placed on the development of adequate research techniques. Upperclassmen only. May be repeated for credit. To be arranged.

Physical Science (PSC)

Physical Science 101 and 102 will satisfy the college requirements for a ten-hour sequence of laboratory science.

101 Physical Science I (4-2-5)

Prerequisite: Proficiency at 100-level mathematics.

A survey of physics including the description of motion, Newton's laws. Most of the following topics are also studied: relativity, heat, waves and light, electricity and magnetism, atomic and nuclear structure, and radioactivity. The course is designed for the non-technical student. Quarterly.

102 Physical Science II (4-2-5)

A study of the constituent materials and properties of the earth's surface, interior, and atmosphere; the solar system; galaxies; and the universe. Physical principles from PSC 101 are applied. Designed for the non-technical student. Quarterly.

398 Current Technology Seminar (1-2-2)

Prerequisite: MAT 115

Presentations and discussion by faculty of Department of Chemistry and Physics of current topics of science. Students complete pertinent readings and participate in discussion, insofar as time permits. A written report on one topic will be submitted near the end of the quarter. Course may be repeated for credit.

Physics (PCS)

The sequence PSC 201, 202, and 203 is trigonometry-based and is designed for students majoring in biology or for students in pre-dentistry, pre-medicine, pre-veterinary, nursing, or technology programs.

The sequence PCS 211, 212, and 213 is calculus-based and is designed for students majoring in physics, chemistry, mathematics, or computer science, or for students in the pre-engineering program.

201 General Physics: Mechanics (4-2-5)

Prerequisite: MAT 115.

Statics and dynamics of particles and fluids, wave motion, and elasticity. Fall, Summer.

202 General Physics: Heat, Light and Sound (4-2-5)

Prerequisite: PCS 201.

The fundamental laws of heat, light and sound. Winter.

203 General Physics: Electricity, Magnetism and Modern Physics (4-2-5)

Prerequisite: PCS 201.

Fundamental laws of electricity and magnetism. Spring.

211 Mechanics (4-3-5)

Corequisite: MAT 202 concurrently.

A study of mechanics with an emphasis on problem solving and laboratory performance. Fall.

212 Electricity and Magnetism (4-3-5)

Prerequisite: PCS 211.

Electricity, magnetism and related phenomena with emphasis on problem solving. Winter.

213 Heat, Sound and Light (4-3-5)

Prerequisite: PCS 211.

Heat, sound, light, and modern physics with emphasis on problem solving. Spring.

301 Electronics I (4-4-6)

Prerequisite: PCS 212; Concurrent registration in PSC 398 is required.

Alternating current theory, filters, wave-shaping, power supplies, operational

amplifiers, servo systems, analog switching, transmitters. Fall, even years.

302 Electronics II (4-4-6)

Prerequisite: PCS 301; Concurrent registration in PSC 398 is required.

Logic gates, flip-flops, counters, open collector and tristate logic, micro-processors, digital-to-analog and analog-to-digital converters. Winter, odd years.

304 Advanced Optics (5-2-6)

Prerequisite: PCS 213; Concurrent registration in PSC 398 is required.

Properties of light. Plane and spherical surfaces. Thin and thick lenses. Spherical mirrors. Waves and interference. Fraunhofer and Fresnel diffraction. Spectra, absorption, and scattering. Polarization. Quantum optics. Spring, odd years.

315 Nuclear Radiation Detection (3-6-6)

Prerequisite: Permission of instructor; Concurrent registration in PSC 398 is required. A study of the various methods of detecting nuclear radiation. To be arranged.

325 Theoretical Mechanics I (5-0-5)

Prerequisites: PCS 211 and MAT 302; Concurrent registration in PSC 398 is required. Newtonian mechanics. Vector algebra, vector analysis. Statics and particle kinematics, particle dynamics in one, two, and three dimensions. Motion of a system of particles. Simple, damped, and forced harmonic motion. Rigid body rotation. Fall, even years.

326 Theoretical Mechanics II (5-0-5)

Prerequisite: PCS 325; Concurrent registration in PSC 398 is required.

Gravitational field and potential. Moving coordinate systems, rotational motion, and Coriolis force. Mechanics of continuous media. Lagrange's equations. Hamilton's equations. Winter, odd years.

405 Electromagnetic Theory I (5-0-5)

Prerequisites: PCS 212 and MAT 302; Concurrent registration in PSC 398 is required. Vector analysis. Electrostatics and Gauss' law. Poisson's equation and Laplace's equation applied to electrostatic problems. Electric fields and energy. Dielectrics. Electric currents and circuits. Magnetic field and steady currents. Fall, odd years.

406 Electromagnetic Theory II (5-0-5)

Prerequisite: PCS 405; Concurrent registration in PSC 398 is required.

Electromagnetic induction. Magnetization, magnetic fields, energy, and magnetic circuits. Circuits with slowly varying currents. Maxwell's equations and applications. Electromagnetic radiation (boundary conditions and propagation). Winter, even years.

451 Modern Physics I* (5-2-6)

Prerequisites: PCS 211, 212, 213 or permission of instructor; Concurrent registration in PSC 398 is required.

Theory of special relativity. Quantum physics: Black body radiation, Photoelectric effect; Compton effect; X-rays; Bohr model of the atom; wave properties of matter. Fall, odd years.

452 Modern Physics II* (5-2-6)

Prerequisite: PCS 451 or permission of instructor; Concurrent registration in PSC 398 is required.

Wave mechanics. Atomic and molecular spectroscopy. Winter, even years.

453 Modern Physics III* (5-2-6)

Prerequisite: PCS 452 or permission of instructor; Concurrent registration in PSC 398 is required.

A study of nuclear structure, forces, and models, radioactivity, transitions, and interactions of radiations with matter, particle reactions. Spring, even years.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics* (Variable)

Prerequisite: Permission of instructor. Modern concepts in special areas of physics. To be arranged.

496 Undergraduate Internship* (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. To be arranged.

499 Undergraduate Research (Variable)

Prerequisite: Permission of department chairman (For seniors only).

Individual physics research. A minimum of three hours work per week for each quarter hour credit. Thesis required. To be arranged.

Political Science (POL)

POL 101 is a prerequisite to all other courses in political science.

101 American Government I (5-0-5)

A prerequisite to all other courses in political science.

An introductory course covering the essential facts of federal, state, and local governments in the United States. A satisfactory grade will exempt a student from the requirement of passing an examination on the Constitution of the United States and the Constitution of Georgia before graduation. Quarterly.

201 American Government II (5-0-5)

Required of all majors.

An advanced course in American Government with emphasis being placed on the role of political parties in the political system. The concepts of roll call analysis and electoral behavior will be explored.

202 Introduction to Political Methodology (5-0-5)

Required of all majors.

A survey of the scope and methods of political science, emphasizing the scientific study of political behavior and the terms, concepts, theories, and principles of political science.

203 Understanding Political Life (5-0-5)

An introduction to the study of the political world in its varied aspects, focusing on the political ideas and principles underlying

modern political institutions, processes, and behaviors.

204 Society, Law, and the Criminal (5-0-5)

An examination of the nature of crime, the consequences of crime for society, and an intensive examination and evaluation of the law as a social device for coping with crime.

301 Comparative European Governments (5-0-5)

A survey of the major political systems of Western Europe, emphasizing the influence of formal and informal variables.

302 Governments and Politics of the USSR and Communist Bloc (5-0-5)

A study emphasizing how the Soviet Union is governed. The dynamics of the communist state system, communist eastern Europe, the Warsaw Pact Organization, and the international communist movement.

320 The Judicial Process (5-0-5)

Analysis of the structure and functions of judicial systems emphasizing judicial organization, access to courts, judicial power, judicial decision-making, and roles of various judicial actors.

350 The American Presidency (5-0-5)

A detailed study of the American presidency, considering its constitutional basis, selection process, contemporary roles, and relationships with other elements of the political system.

310 Ancient and Medieval Political Thought (5-0-5)

The study of the writings of the most prominent political thinkers and the philosophies that developed as the result of such thoughts. The course covers the period from 500 B.C. to 1500 A.D.

311 Modern and Contemporary Political Thought (5-0-5)

The development of political ideas from the sixteenth century to the twentieth century. Various problems and issues will be examined, including social contract theories, the rise of democratic thought, problems of

legitimacy, social and political conflict, and the nature of political ideologies, as reflected in the writings of key theorists.

312 American Political Thought (5-0-5)

Through an analysis of the major contributions of American political thinkers and the relationship of their ideas to the institutional framework and socio-political forces in the U.S., this course explores the nature of enduring questions and concepts that have influenced the development of American political ideologies.

401 State Government* (5-0-5)

Acquaintance in some depth with the forms of organization, the functions, and the operation of state governments, with particular emphasis on the government and constitution of the state of Georgia. A satisfactory grade exempts the student from the requirement of passing an examination on the Constitution of Georgia.

402 Urban Government and Politics* (5-0-5)

The origin, development, and growth of local government forms. General problems of county and city government.

411 Principles of Public Administration* (5-0-5)

General principles, problems, and practices of public administration emphasizing governmental process in the executive branch.

412 Governmental Organization and Administrative Theory* (5-0-5)

A systematic analysis of theories of organization, management, and administration. Special attention will be given to the two major approaches to organizational structure—the formal Scientific Management School and the informal Human Relations School.

420 Political Science Methods* (5-0-5)

Prerequisites: POL 202 or permission of instructor.

A study of the assumptions and statistical methods employed in the analysis of politics including analysis of variance, covariance, correlation, and regression. Emphasis upon comprehension of the assumptions and uses

of the methods rather than statistical manipulations. Students will be introduced to computer manipulation of data.

425 Constitutional Law: Distribution of Power (5-0-5)

The role of the Supreme Court as arbiter of separation of powers and federalism; interplay of political, social, and economic forces with the development of constitutional doctrine.

426 Constitutional Law: Civil Liberties (5-0-5)

A study of the development of the constitutional protection of civil liberties in the U.S., emphasizing due process, criminal procedure, freedom of expression, religious freedom, and the nationalization of the Bill of Rights.

431 Governments of the Developing Nations* (5-0-5)

Emphasis is given to the concepts of political stability, conflict, revolution, nationalism, and economic development and modernization.

450 World Politics* (5-0-5)

A comprehensive study of the international political system, concentrating on the environmental factors, theories of international relations, the nation state and nationalism, international conflict, international cooperation, transnational institutions, balance of power and collective security, military strategy, the role of diplomacy, the dynamics of national foreign policy, the role of nuclear weapons in world politics, and other contemporary problems.

451 International Law and Organizations* (5-0-5)

A survey of the sources and types of international law; the law of peace; the law of conflict; the law of neutrality; the antecedents of the United Nations; the United Nations; The United Nations Specialized Agencies; regional organizations and international integration.

490 Cullum Lecture Series (V, 1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Political Science Selected Topics (5-0-5)

Prerequisite: Permission of the department chairman.

Designed primarily for students who wish to pursue an in-depth study of a specialized area in Political Science.

496 Undergraduate Internship (1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency.

Psychology (PSY)

PSY 101 is a prerequisite for all courses except PSY 245.

101 Principles of Psychology (5-0-5)

An introductory survey of the field of psychology. Quarterly.

195 Honors Seminar in Psychology (4-2-5)

Prerequisite: Invitation of Psychology Department.

An in-depth study of selected psychological topics. Not applicable toward psychology major or minor, but may be used as an Area IV elective for majors. Spring.

245 Personal Adjustment (4-2-5)

Conflicts, fears, anxieties, frustrations, stress, and other factors occurring in most life situations are studied. The purpose of the course is to promote self-exploration and personal growth and to prevent the occurrence of inadequate coping with life situations and

mental disorders. Participation on the part of the student is emphasized. Not applicable toward psychology major or minor but may be used as an Area IV elective for majors. Quarterly.

311 Child Psychology (4-2-5)

The study of behavioral and maturational changes from conception through adolescence. Theories of development are presented with emphasis on applying concepts to life experiences. Laboratory experience is available to individual students at the discretion of the instructor. Quarterly.

313 Psychology of Adult Development and Aging (4-2-5)

A presentation of an analysis of behavioral development and changes occurring during the life span from young adulthood to old age. Experiences supplemental to those in the classroom will be gained in community settings. Spring.

320 Consumer Behavior (4-2-5)

A survey of the shopping, purchasing, and consumption behaviors of individuals and groups as determined by marketing efforts, social influence, and self-initiated information search and decision making. Topics will include, but will not be limited to, models of consumer behavior, the diffusion of innovations, brand loyalty, lifestyle research, and economic and demographic influences. Fall.

322 General Experimental Psychology (3-4-5)

Prerequisite: PSY 351 or MAT 221.

Lectures, demonstrations, and laboratory experiences designed to assist the student in the comprehension and use of experimental methods, statistical analyses, and experimental literature. Winter, Summer.

337 Abnormal Psychology (5-0-5)

The study of various forms of maladaptive behavior and intellectual deficit with focus upon recognition of primary symptoms and proper disposition of cases. The course is especially relevant to persons in the associate of arts programs and to other non-psychology majors. Quarterly.

340 Health Psychology (4-2-5)

A survey of the scientific and clinical study of behavior as it relates to wellness, disease, disease prevention, and rehabilitation. Summer.

351 Quantitative Methods (4-2-5)

A study of the statistical methods most widely used in the analysis of psychological data, such as bi-variate and multi-variate correlation, regression analyses, curve fitting, chi square, analyses of variance. Consideration will be given to both parametric and non-parametric methods. Fall, Spring.

380 Drugs and Behavior (5-0-5)

An introduction to psychopharmacology in its broadest sense. Following a review of the basic mechanisms of drug action, the course will examine the effects of a variety of drugs and drug categories on behavior. Major topics of discussion will include drug abuse, addiction, psychotherapeutic drugs and psychomimetic drugs. Summer.

405 History and Systems of Psychology (5-0-5)

The scientific and philosophic antecedents and trends influencing the progress of psychology and the development of its principal theoretical schools. Emphasis will be placed upon understanding current trends from a historical perspective. Fall.

442 Psychological Tests and Measurement (4-2-5)

Prerequisite: PSY 351 or MAT 221.

Construction and characteristics of tests and measurement scales; survey of individual and group tests in psychological, educational, and clinical settings. Summer.

444 Industrial-Organizational Psychology (4-2-5)

A survey of psychology as applied to work in industrial and organizational settings. Special topics will include personnel selection, training, and evaluation, human factors in performance, environmental influences, goal setting and job design, work motivation, job satisfaction, leadership, and organizational structure and change. Winter.

445 Clinical Psychology (5-0-5)

Prerequisites: PSY 337 or permission of instructor, with PSY 475 recommended.

A critical examination of various forms of intervention with disturbed individuals. Students will study models of pathology, make diagnoses from biographical and test materials, and observe taped diagnostic and psychotherapeutic sessions. Emphasis is placed on comparison of major models in the practice of psychology and medicine. Spring.

462 Principles and Theories of Learning (4-2-5)

An examination of the principles and theories of learning with emphasis upon human learning, memory, and cognition. Winter.

473 Social Psychology (4-2-5)

A survey of social influences on individual and group behavior. Special topics will include attitude formation change, social perception and attribution processes, interpersonal attraction, aggression, altruism, social influences, and group dynamics. Spring.

475 Theories of Personality (5-0-5)

The biological and psychological foundations of personality will be studied. Emphasis will be placed on the integrated aspects of personality. Winter.

480 Physiological Psychology (4-2-5)

An examination of the biological and chemical correlates of learning, memory, sensation, perception, emotion, motivation, thinking, and personality. Fall.

485 Comparative Psychology (4-2-5)

The development of anatomical structures, environmental factors, and behavior of species throughout the phyletic scale. Emphasis is on inter-species comparison and the understanding of human behavior in terms of its evolutionary antecedents. Spring.

490 Cullum Lecture Series (5-0-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise

in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic. Spring.

495 Selected Topics (Variable)

Prerequisites: Permission of instructor and department chair.

The intensive study, usually on an individual and independent basis, of a selected psychological area such as motivation, perception, or human engineering. Quarterly.

496 Undergraduate Internship (Variable)

Prerequisite: permission of instructor and department chair.

A service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the co-operating institution or agency. Quarterly.

499 Undergraduate Research (Variable)

Prerequisites: Permission of instructor and department chair.

Individual and independent investigation performed by the student on a topic of his or her choice. Quarterly.

Sociology (SOC)

101 Introduction to Sociology (5-0-5)

Prerequisite for all 300 and 400 sociology courses.

Introduces students to the major concepts, methods, theories, and findings of sociology—the study of human interaction in groups and organizations as well as the nature of our society and its major social institutions. Quarterly.

202 Social Problems Analysis (5-0-5)

An analytical and critical approach to the study of contemporary social problems. Quarterly.

221 Dynamics of Courtship and Marriage. (5-0-5)

Emphasizes an applied approach to the study of dating, courtship, mate selection, engage-

ment, marital adjustment, and family relationships, primarily in contemporary American society. Some attention is given to such concepts as love, the marriage contract, interpersonal communication skills, and conflict management. This course is not applicable to the sociology major or minor.

303 Sociology of the Family (5-0-5)

Prerequisite: Sociology 101.

Overview of sociological perspectives on the family as a microcosm of society. Examines theory and research on current state of the family, family dynamics, alternative family forms, the future of the family, and the relationship between the family and other social institutions.

311 Community Life and Analysis (5-0-5)

An applied view of community life and dynamics in today's society. Students will be assigned to research teams to study selected communities within the CSRA. Spring.

320 Sociology of Aging (5-0-5)

Prerequisite: SOC 101.

Designed to foster a better understanding of the elderly as members of society and the social institutions which impact on their lives and which the aging help to shape and influence. Covers theoretical perspectives on aging, the individual and the social system, adjustment patterns and changing lifestyles in old age, societal issues confronting older Americans and current prospects and issues.

330 Social Deviance (5-0-5)

Prerequisites: SOC 101 and SOC 202.

Covers theoretical and empirical issues in the understanding and designation of deviant behavior; addresses the analysis of the social causes and consequences of deviance, conformity, and societal reactions.

340 Social Stratification (5-0-5)

Prerequisite: SOC 101.

An introduction to social stratification with a primary focus on the American class system. Covers some historical-comparative material and addresses other dimensions of inequality such as race, ethnicity, gender, and age as they intersect with social class.

350 Sociology of Organizations (5-0-5)

Prerequisite: SOC 101.

Sociological analysis of micro and macro structures and processes of formal/complex organizations. Emphasis will be placed on the diversity of theory and research in the area of complex organizations; the internal functioning and structure of organizations; and the external and macro processes which influence the structure and dynamics of complex organizations.

360 World Population and Development (5-0-5)

Prerequisites: SOC 101 and SOC 202.

Basic introduction to theory and dynamics of such demographic processes as fertility, mortality, migration and immigration, population composition, and density. Examination of these characteristics on issues of growth and environmental problems, social behaviors illustrated in contemporary social problems, political processes, economic development, and world food supply.

373 Social Psychology (5-0-5)

Prerequisite: SOC 101

Examines the forms of interaction that relate people to each other in everyday life and the consequences for individuals of their social experiences. Theoretical models applied and evaluated for their explanatory power in illuminating such issues as socialization into roles, attitude formation, development of self-concept, intergroup processes, and conflict resolution.

380 Sociological Theory (5-0-5)

Prerequisites: SOC 101 and SOC 202.

Critical examination of the modern grounding of sociological theory based on the works of such classical theorists as Durkheim, Marx, Weber, Simmel; the emergence of contemporary theoretical paradigms such as structural-functionalism, conflict theory, symbolic interactionism; analysis of structure and strategies for applying a selection of theoretical perspectives; and the assessment of major controversies surrounding social theory.

381 Methods in Social Research, I (5-0-5)

Prerequisite: MAT 221.

An introduction to the scientific method in social research; logic of scientific inquiry; relationship between theory and logic of scientific inquiry; logic of sampling; modes of observation (experiments, survey research, field research, evaluation research); and ethics in social research. Winter.

382 Methods in Social Research, II (5-0-5)

Prerequisites: MIS 210 or CSC 205 and SOC 381.

An introduction to the analysis of social data, including the quantification of data for computer application, use of canned statistical packages for analyzing data (SPSS/PC + micro and SPSSX mainframe); logic of statistical inference; statistical techniques for analyzing data, including univariate, bivariate, and multivariate social statistics; and reporting of research findings. Spring.

421 Gerontology (5-0-5)

Prerequisite: SOC 101.

An advanced and applied course which deals with the interaction between the social, physical, psychological, and programmatic aspects of aging. Emphasis is on programs, services, legislation, and advocacy efforts which address the needs and concerns of older Americans and their family members.

431 Criminology (5-0-5)

Prerequisite: SOC 101 or CJ 103.

The study of criminal behavior and its treatment. The development of criminal behavior and societal reaction in contemporary society are addressed in terms of major social theories of crime and its causation. The treatment and rehabilitation of the offender by probation, imprisonment, and parole are addressed in terms of philosophy and policy.

432 Juvenile Delinquency (5-0-5)

Prerequisite: SOC 101 or CJ 103.

A survey of the philosophy, theory, and history of juvenile delinquency, including its causes, preventions, and treatments from sociological perspectives. The history of youth and the family are used to provide the foundations of contemporary juvenile law and ju-

venile justice whose problems are addressed as policy issues.

441 Racial and Ethnic Minority Groups in the U.S. (5-0-5)

Prerequisite: SOC 101.

Comparative study of selected racial and ethnic groups in historical and contemporary United States society with emphasis on Blacks, Chicanos, and Native Americans. A survey of the major American institutions and related inequalities associated with each and the major minority-majority theories proposed to understand and explain intergroup interaction and inequality.

451 Sociology of Work and Occupations (5-0-5)

Prerequisite: SOC 101.

An analysis of the social dimensions of work; the labor process; occupations and professions; the social meaning and organization of work; and the relationships between the structuring of work, social mobility, and social stratification.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics (Variable)

Prerequisites: Junior or senior standing; 20 hours of advanced sociology and permission of the instructor.

A variable content course which allows students the opportunity to enroll in specifically titled courses offered from time to time. These courses center around topics not offered in the regular sociology curriculum.

496 Undergraduate Internship (1-15)

A service-learning experience based on an organization (public or private), emphasizing the completion of a specific task or project and the acquisition of specified knowledge and skills under the supervision of an aca-

demic advisor and the cooperating institution or agency. To be arranged.

499 Undergraduate Research (Variable)

Prerequisites: Junior or senior standing; 20 hours of advanced sociology.

Students desiring to do independent research on a topic of their choice selected in consultation with an instructor, must obtain the permission of the instructor who will supervise the research and submit a proposal for the research project prior to enrolling in the course. To be arranged.

Social Work (SWK)

111 Introduction to Social Work (5-0-5)

An introduction to the discipline and profession of social work: place in society, knowledge, skills and values bases, traditional methods of intervention (individual, group, family and community). System analysis provides the theoretical and practical framework for exploring these areas. Quarterly.

222 Agencies and Services (5-0-5)

No prerequisite.

Concerned with human service agencies and organizations: staff, clients, structure, delivery of services, administration. A strong emphasis is given to developing knowledge of agencies and resources.

234 Social Policy (5-0-5)

No prerequisite.

An examination of contemporary human needs, program and policies as expressions of current social values and benefits. Some assessment of program effectiveness and social implications of the welfare society. Alternate springs.

346 Methods of Social Work (5-0-5)

The problem-solving process as used in working with individuals, groups, and communities is emphasized as is the development of interviewing, counseling and reporting skills and techniques. Prerequisite for undergraduate field placement in social work. Spring.

358 Field Placement (5-0-5)

Prerequisite: SWK 346.

Field placement involves the assignment of students to a human service organization/agency for a quarter. A minimum of ten hours a week is spent under the supervision of experienced agency workers. Course also involves weekly assignments, log keeping, and regular meetings with academic supervisor.

495 Selected Topics (5-0-5)

A variable content course which allows social work students the opportunity to enroll in specifically titled courses offered from time to time. These courses will be centered around topics not offered in the regular social work curriculum. Courses are designed to enrich the students' knowledge of social work areas of concern and practice.

496 Undergraduate Research (5-15)

An internship is a service-learning experience based in a human service organization (public/private), emphasizing the completion of a specific task and/or project and the acquisition of specific knowledge and skills acquired under the supervision of academic social work supervisor and the cooperating organization.

Spanish (SP)

111 Elementary Spanish (5-1-5)

Fundamentals of listening, speaking, reading, and writing Spanish. Fall.

112 Elementary Spanish II (5-1-5)

Prerequisite: SP 111 or equivalent.

Continuation of SP 111. Winter.

201 Intermediate Spanish I (5-1-5)

Prerequisite: SP 111-112 or two units of high school Spanish.

Review of Spanish grammar; reading and translation of various types of Spanish literature. Emphasis on oral expression and aural comprehension. Spring.

202 Intermediate Spanish II (5-1-5)

Prerequisite: SP 201 or equivalent.

A continuation of Spanish 201. Fall.

295 Travel/Study Program (3)

Students are escorted to a Spanish-speaking area by an experienced, bilingual guide. Pre-trip lectures, slide presentations, and bibliography are included. A short term paper and a daily journal are required.

311 Conversational Spanish (5-0-5)

Prerequisite: SP 202 or equivalent.

A course designed to promote the student's ability to express himself or herself correctly in spoken and written Spanish; emphasis on conversation, oral expression, interactive activities.

312 Spanish Composition (5-0-5)

Prerequisite: SP 202 or equivalent.

A course designed to promote the student's ability to express himself or herself correctly in written Spanish and become acquainted with different styles. Emphasis on vocabulary building, advanced grammar. Some expository writing, letter writing, creative writing.

316 Spanish American Culture I (5-0-5)

Prerequisite: SP 202 or equivalent.

A study of Spanish American culture and civilization with attention given to history, geography, customs, art and music. From the beginnings to 1821.

317 Spanish American Culture II (5-0-5)

Prerequisite: SP 202 or equivalent.

A study of Spanish American culture and civilization with attention given to history, geography, customs, art and music. From 1821 to the present.

318 Spanish Culture (5-0-5)

Prerequisite: SP 202 or equivalent.

A study of Spanish culture and civilizations with attention given to history, geography, customs, art and music. Emphasis on contributions of Spain to world civilization.

320 Survey of Spanish Literature I (5-0-5)

Prerequisite: SP 202

A survey of Spanish literature from the Middle Ages through the Golden Age.

321 Survey of Spanish Literature II (5-0-5)

Prerequisite: SP 202

A survey of Spanish literature from the 18th century through the present.

322 Survey of Spanish American Literature I (5-0-5)

Prerequisite: SP 202

A survey of Spanish American literature from the beginnings to 1821.

323 Survey of Spanish American Literature II (5-0-5)

Prerequisite: SP 202

A survey of Spanish American literature from 1821 to the present.

325 Spanish Phonetics (5-0-5)

Prerequisite: SP 202

Study of Spanish phonetics.

461 Foreign Language Teaching Methodologies (5-0-5)

Prerequisite: Spanish 202 or equivalent.

A study of different approaches to the teaching of Spanish. Emphasis on the problems, materials and techniques appropriate to the teaching of Spanish at various levels.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions participate in class discussions, and prepare a student project relevant to the quarter's topic.

494 Travel/Study Program (3)

Prerequisite: SP 111 or equivalent.

Students are escorted to a Spanish-speaking area by an experienced, bilingual guide. Pre-trip lectures, slide presentations, and bibliography are included. Requirements include writing a term paper, keeping a daily journal, and attending movies or plays in Spanish.

495 Selected Topics (V,1-5)

Prerequisites: SP 202 or equivalent.

A variable-content course, intended to meet the interest of students minoring or majoring

in Spanish and desiring to make an intensive study of some special area of Spanish language or literature. May be repeated for credit. To be arranged.

Study Abroad (V,1-15)

(See course numbers under International Intercultural Studies Program. For an explanation of the program, see page 13)

The study of Spanish language and culture in a native environment. Designed specifically for students participating in the University System of Georgia Study Abroad Program. To be arranged.

Speech (SPC)

101 Fundamentals of Speech (5-0-5)

An introductory course including use of the voice, mental attitudes for good speech, basic diction, control of body, and speech composition. Quarterly.

205 Interpersonal Communications (5-0-5)

This course is designed to improve speech communication between individuals and among members of small groups. Areas covered include self-awareness, listening, non-verbal communication, persuasion, conflict reduction, and interviewing.

300 Voice and Diction (5-0-5)

A study of vocal production, including projection, articulation, and pronunciation.

301 Oral Interpretation (5-0-5)

Prerequisite: SPC 101 and SPC 300 or permission of the instructor.

A course in the principles of oral interpretation, including methods of understanding literature and the techniques of presenting literature to an audience.

311 Public Speaking (5-0-5)

Prerequisite: SPC 101 and SPC 300 or permission of instructor.

A course planned to give emphasis to the forms of public speaking used in modern society. Special attention given to persuasive, occupational, radio, television, parliamentary speaking, and debates.

320 Business and Professional Speech (5-0-5)

Prerequisite: SPC 101 or permission of instructor.

A course designed to enhance effectiveness in conducting interviews, small group discussions, meetings, conferences, panels, and promotional presentations.

495 Selected Topics (5-0-5)

Prerequisite: permission of instructor.

A directed project or class in an advanced speech topic such as reader's theatre, interpretation for the microphone, debate, or group dynamics.

496 Internship (Variable)

Prerequisite: permission of instructor.

In-Service learning experience in public speaking.

Graduate Courses

Graduate Courses in Art (ART)

595 Selected Topics in Art Education (Variable)

By permission of Chairman of Fine Arts Department. Individualized study on a contract basis for graduate credit. To be arranged.

Biology (BIO)

495 Selected Topics* (Variable)

Prerequisites: BIO 102 and permission of instructor.

Designed to treat specialized areas of biology not in the normal curriculum. Topics covered include animal behavior, aquatic biology, biology and society, economic botany, evolution, herpetology, human sexuality, ichthyology, immunology, introduction to dentistry (2), introduction to medicine (2), marine biology, ornithology and parasitology. Quarterly (but only 1 or 2 of the above per quarter).

498 Seminar* (2-0-2)

Prerequisite: 30 hours of biological science. Special topics in current advances in the field of biological sciences. Two one-hour periods

a week for presentation and discussion. Required of all biology majors. Winter, Spring.

Chemistry (CHM)

421 Inorganic Chemistry* (5-0-5)

Prerequisite: Permission of instructor.

An introduction to the concepts and chemical systems of inorganic chemistry including the periodic table, atomic structure, bonding, isomerism, and coordination compounds. Fall.

451 Modern Biochemistry (5-0-5)

Prerequisites: CHM 123, CHM 342, or permission of instructor; concurrent registration in PSC 398 required.

Modern concepts in the chemistry of living systems. Fundamental principles of chemistry will be employed to provide a comprehensive understanding of amino acids, proteins, enzymes, lipids, carbohydrates, and nucleic acids, and their roles in protein and nucleic acid biosynthesis, carbohydrate metabolism, oxidative phosphorylation, and photosynthesis. Annually.

484 Instrumental Analysis I (2-3-3)

Prerequisites: CHM 281, or permission of instructor.

This course presents an integrated view of the theories and methods for solving a variety of real problems in chemical analysis. Methods used to optimize instrument performance characteristics such as selectivity, sensitivity, and detection limits are discussed. The hands-on laboratory experiments performed by the student integrate chemical and instrumental concepts discussed in lecture. Analytical UV-VIS absorption spectroscopy, luminescence spectroscopy, potentiometry, polarography, and voltammetry.

485 Instrumental Analysis II (2-3-3)

Prerequisite: CHM 484, or permission of instructor.

This course is a continuation of Instrumental Analysis I but emphasizes chemical separation methods. Introduction to both theory and practice of chemical separation methods. Ion exchange chromatography, liquid-liquid extractions, thin layer chromatography, gas chromatography, high pressure liquid

chromatograph with spectroscopic and electrochemical detection.

495 Selected Topics* (Variable)

Prerequisite: Permission of instructor.

Modern concepts in special areas of chemistry. May be repeated for credit. To be arranged.

Graduate Courses in Computer Science (CSC)

605 Problem Solving and Programming I (4-2-5)

Problem solving using computer topics including a problem solving approach to BASIC programming, development and selection of software for teaching programming. Emphasis on structured programming. Spring, even years.

606 Problem Solving and Programming II (4-2-5)

A further study of the principles of computer programming with emphasis on the development of correct, well-structured programs and strategies for teaching program development. Other topics include information representation, simple data types, and structures. Fall, odd years.

610 Automated Data Processing Systems (5-0-5)

A presentation of the fundamentals in the effective use of automated data processing. Topics include an introduction to automated data processing, computer system fundamentals, computer languages, programming and program preparation, and an introduction to the analysis and design of computer-based systems. Spring.

625 Computers and Teaching (4-2-5)

Basic computer concepts, algorithm development, and an introduction to programming using an interactive terminal. Computer applications with particular emphasis on those related to teaching. To be arranged.

695 Selected Topics (1-5)

Prerequisite: Permission of department chairman and instructor.

A variable content course intended to meet the needs and interests of graduate students in selected areas of computer science. May be repeated for credit with approval of department chairman. To be arranged.

English (ENG)

405 The Rise of the English Novel* (5-0-5)

A survey of major eighteenth- and early nineteenth-century British novelists, with emphasis on Defoe, Richardson, Fielding, Sterne, and Austen. Fall.

407 The English Novel from Scott to Hardy* (5-0-5)

A survey of the Victorian novel with emphasis on the novels of Scott, Emily Bronte, Thackeray, Dickens, Eliot, and Hardy. Winter.

410 The Modern British Novel* (5-0-5)

A study of several modern British novels, with emphasis on works by Conrad, Woolf, Lawrence, Forster, Joyce and Greene. Spring.

415 The American Novel through Henry James* (5-0-5)

A study of the American novel in the 19th century, including works by Cooper, Hawthorne, Melville, Twain, Crane, and James. Fall.

420 The Modern American Novel* (5-0-5)

A study of several major American novels written since World War I, including works by such novelists as Hemingway, Fitzgerald, Faulkner, West, and Bellow. Fall.

430 Modern Drama* (5-0-5)

A survey of major European and American dramatists, including Ibsen, Shaw, Chekhov, Yeats, O'Neill, Sartre, Brecht, Miller, and Williams. Spring.

435 Modern Poetry* (5-0-5)

A study of the major movements in English and American poetry from World War I to the present. Emphasis is placed on Eliot, Yeats, Pound, Frost, and Auden. Fall.

450 Chaucer* (5-0-5)

The Canterbury Tales, Troilus and Criseyde, and some minor poems. Spring.

455 Shakespeare* (5-0-5)

The major histories, comedies, and tragedies: the Elizabethan theatre. Spring.

460 Milton* (5-0-5)

The major and minor poems and selected prose. Fall.

470 Literary Criticism* (5-0-5)

The major critics from Aristotle to T.S. Eliot with emphasis on the development of various twentieth-century critical positions.

495 Selected Topics* (5-0-5)

Prerequisite: Permission of the instructor. Seminar in a particular subject or movement, often conducted on an interdisciplinary basis. Spring.

Graduate Courses in English (ENG)

590 Teaching European Literature I (5-0-5)

Prerequisite: Appropriate undergraduate survey sequence or permission of instructor. A systematic coverage of European literature from the beginning to 1700; approaches and techniques of teaching literature survey courses at the high school and college levels. Spring.

591 Teaching European Literature II (5-0-5)

Prerequisite: Appropriate undergraduate survey sequence or permission of instructor. A systematic coverage of European literature from 1700 to the present; approaches and techniques of teaching literature survey courses at the high school and college levels. Spring.

601 Literature for Children (5-0-5)

Prerequisites: Admission to the graduate school and permission of instructor. A critical study of literature for children. Topics include the history of children's literature, a survey of types of children's literature, and problems in teaching literature.

605 Issues in Literary Criticism (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A study of important issues in literary criticism from the work of Plato to the present, with emphasis upon twentieth-century critical thought. Spring.

610 Teaching English in the High School (5-0-5)

Advanced study of approaches to teaching English at the high school level, with emphasis on composition and grammar.

615 English Language I (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Introduction to linguistics: studies in the nature of language, phonology, morphology, syntax, semantics, and language variation. Fall.

620 English Language II (5-0-5)

Prerequisites: English 615 or an equivalent course in linguistics; admission to graduate study and permission of instructor. Modern grammatical systems. Winter.

625 History of the English Language (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Studies in the nature of linguistic change and the development of the English language from old English to the present. Winter.

631 Elizabethan Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A survey of non-dramatic literature written during the sixteenth century, with emphasis on Sidney, Spenser, and Shakespeare. Spring.

661 English Romanticism (5-0-5)

Prerequisites: Admission to graduate study, ENG 341 and permission of instructor.

An advanced survey of major Romantic poetry and prose, with emphasis on Scott, Wordsworth, Coleridge, Byron, Shelley, and Keats. Winter.

671 American Romanticism (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

An extensive survey of American Romanticism with special emphasis on Irving, Cooper, Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, and selected Black writers. Spring.

673 American Realism and Naturalism (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A study of the major works and authors of the Realist and Naturalist movements, 1865-1917. Spring.

675 Twentieth Century American Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A study of the major works and authors in twentieth-century American literature. Spring.

693 Studies in Genre (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A study of a particular literary genre, such as comedy, tragedy, or satire. To be arranged.

695 Selected Topics (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Seminar in special subject area related to the needs of students in the graduate program. Fall.

705 Studies in European Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

A seminar in European literature with emphasis on research and critical evaluation of a specific theme or aspect of European literature. To be arranged.

710 Studies in English Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Studies in selected authors, movements, or subjects in English literature. To be arranged.

715 Studies in American Literature (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Studies in selected authors, movements, or subjects in American literature. To be arranged.

720 Studies in Shakespeare (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Studies in the major plays of Shakespeare. Spring.

Graduate Courses in Gerontology (GRT)

624 Aging III (5-0-5)

Prerequisite: Permission of the instructor.

An advanced course in the physical, psychological, and administrative aspects of aging. This is an interdisciplinary course which will focus on the areas of sociology, psychology, medicine, business administration, and social work. Students may elect a practicum in one of the above areas. Spring.

History (HIS)

400 Ancient Greece* (5-0-5)

Political, economic, social, and cultural study of Greece through the time of Alexander the Great.

410 History of Architecture* (5-0-5)

This course traces the great traditions of classic architecture from Greece and Rome through its revivals in England and the United States, contrasts them with the Gothic tradition, and concludes with a survey of contemporary styles.

417 Russian History to 1905* (5-0-5)

418 Russian History from 1905 to the Present* (5-0-5)

421 The British Empire and Commonwealth* (5-0-5)

448 History of West Africa* (5-0-5)

A study of the major themes in West Africa from A.D. 1000 to the present, with emphasis on the medieval empires, the impact of Islam, cultural and commercial links with Europe, the slave trade, imperialism, the rise of West African nationalism and the restoration of independence.

456 Teaching Secondary Social Studies* (5-0-3)

This course acquaints the student with the objectives of the various disciplines which are concerned with the study of society and deals with their integration and presentation in the secondary school classroom.

457 Military History of the United States* (5-0-5)

Prerequisite: HIS 211 or HIS 212.

A study of the social, political and economic causes and effects of war by tracing the use of war and the development of its technology in the context of the Western world in general and in the United States history in particular from the 18th Century to the present.

471 American Colonial History* (5-0-5)
Fall.

473 The United States from Independence to 1850* (5-0-5)

Prerequisite: HIS 211 or equivalent.

475 Civil War and Reconstruction* (5-0-5)

Prerequisite: HIS 211 or equivalent.

476 The New South, 1877 to the Present* (5-0-5)

477 The United States Since the New Deal* (5-0-5)

479 Georgia History* (5-0-5)

A study of Georgia which focuses on local history and shows the connections with national and world events. The course fills the legislative requirement for Georgia History.

481 History of Mexico from Antiquity to the Present* (5-0-5)

490 Cullum Lecture Series* (V,1-5)

A seminar based on the study of the culture of another country from the point of view of this discipline. Work in this seminar will be coordinated with the seminars offered concurrently in other disciplines. Spring.

495 Selected Topics* (Variable)

Prerequisite: Permission of the department chairman.

Designed primarily for graduating seniors who plan to teach and/or pursue graduate study. May be repeated for credit.

499 Historical Research and Writing* (5-0-5)

Prerequisites: HIS 115, 116, 211, and 212 or permission of instructor. Methods of historical research and analysis as well as the generally accepted usages in historical composition.

Graduate Courses in History (HIS)

638 The Age of Revolutions (5-0-5)

A study of western political revolutions against the background of western social and economic revolutions in an effort to trace the development of middle class concepts. The course is designed for the graduate student who is attempting to broaden the horizons of secondary and elementary students.

671 Studies in U.S. Urban Problems (5-0-5)

A study of the rise of urban America, with heavy emphasis on the problems of the modern city. Attention will be focused upon the myriad of issues related to the dual processes of urbanization and industrialization.

672 Selected Topics in American Social History since 1865 (5-0-5)

An in-depth study of several specific topics in the social history of the United States since the Civil War. Topics include, but will not be limited to, trends in American religion,

immigration, labor movement, radicalism, women's rights, the civil rights movement, rise of organized sports.

674 U.S. and World Affairs since 1945 (5-0-5)

An in-depth study of the U.S. foreign policy since 1945, with special emphasis upon the Cold War and related topics.

677 Critical Issues and Problems in Recent U.S. History (5-0-5)

A study of critical political, economic, diplomatic, and social issues and problems of twentieth century United States.

678 Studies in the History of American Labor (5-0-5)

Focuses on the rise and progress of trade unionism from the colonial period to the present. Covers the rise and growth of labor unions, leaders of the 19th and 20th centuries, legislation and the changing attitudes of the courts toward organized labor.

679 Selected Topics in Georgia History (5-0-5)

A study of specific aspects of Georgia history, including social and cultural as well as political views. Provides a context for relating regional history to national and international, and the past to the present.

685 Inter-American Relations (5-0-5)

A study of the cultural, commercial, and diplomatic relations between the American republics. Emphasis on the 20th century.

695 Selected Topics (Variable)

Prerequisite: Permission of department chair.

Graduate Courses in the International Intercultural Studies Program (ISP)

The following course number is used to record participation at the graduate level in the programs conducted by the International Intercultural Studies Program of the University System of Georgia. A short descriptive title will be assigned to show the field of study. Please consult with the office of the

Dean of the School of Arts and Sciences for information on programs currently available.

798 International Intercultural Studies Program (V,1-15)

Graduate Study of language, civilization, business, or science abroad. Designed for students concentrating in the discipline for which they seek credit. An internship may be a component of the course. Credit varies up to 15 quarter credit hours per term.

Mathematics (MAT)

401 Mathematical Analysis* (5-0-5)

Prerequisites: MAT 204 and MAT 303 or permission of instructor.

A study of some topology of real numbers, sets, functions, limits, sequences and series of real numbers. Fall, even years.

402 Mathematical Analysis II* (5-0-5)

Prerequisite: MAT 401.

A study of continuous and discontinuous functions on metric spaces, connectedness, compactness, completeness, the Riemann integral, differentiation. Winter, odd years.

431 Modern Geometry* (5-0-5)

Prerequisite: MAT 303 or permission of instructor. A modern treatment of geometry primarily from the metric approach, but with some reference to the Euclidean synthetic approach. Parallelism, similarity, area, constructions, non-Euclidean and finite geometries. Summer, even years.

435 Numerical Analysis* (4-2-5)

Prerequisite: CSC 205 or CSC 211, or permission of instructor and MAT 302.

A study of the application of computer-oriented techniques to the solution of mathematical problems including such topics as non-linear equations, numerical integration and differentiation, numerical solution of initial value problems in ordinary differential equations. Spring, even years.

441 History of Mathematics* (5-0-5)

Prerequisite: MAT 303.

A study of the nature and historical origin of mathematics. Analysis of the concepts of algebra, trigonometry and calculus. Solution

of problems pointed toward appreciation of early mathematical developments. Winter, even years.

451 Complex Variables* (5-0-5)

Prerequisite: MAT 203 and either MAT 303 or permission of instructor.

A study of the field of complex numbers, elementary functions of a complex variable, limits, derivatives, analytic functions, mapping by elementary functions, integrals, power series, residues and poles. Summer, odd years.

481 General Topology* (5-0-5)

Prerequisites: MAT 204 and MAT 303 or permission of instructor.

A systematic survey of the standard topics of general topology with particular emphasis on applications to the space of reals; topological spaces, mappings, compactness, product space, nets and convergence. To be arranged.

Graduate Courses in Mathematics (MAT)

601 Foundations or Arithmetic (5-0-5)

Prerequisite: Admission to graduate study.

A study of elementary set theory, numeration systems, number systems through the reals, finite mathematical systems, and selected topics such as number theory, probability, statistics, and programming. Winter, odd years.

602 Foundations of Geometry (5-0-5)

Prerequisite: Admission to graduate study.

A study of the fundamental concepts of plane geometry, both metric and nonmetric, and an introduction to space, coordinate, non-Euclidean, and projective geometries. Spring, odd years.

611 Foundations of Mathematics (5-0-5)

A study of logic, set theory, cardinality, the axiom of choice and its equivalences. Summer, even years.

621 Abstract Algebra I (5-0-5)

An advanced study of group theory and ring theory. Winter, even years.

622 Abstract Algebra II (5-0-5)

Further study of advanced ring theory. An advanced study of field theory including extension fields and Galois theory. Spring, even years.

625 Mathematical Statistics (5-0-5)

A study of probability, discrete and continuous random variables and their distributions, techniques of descriptive statistics estimation, and hypothesis testing and correlation. Fall, odd years.

628 Linear Algebra (5-0-5)

Prerequisite: Permission of instructor.

A study of vector spaces, modules, linear transformations, matrices, and linear systems. Spring, odd years.

631 Advanced Number Theory (5-0-5)

The study will include a brief survey of divisibility and primes followed by in-depth study of congruences, residue classes, quadratic residues, non-linear Diophantine equations, number-theoretic functions. Farey fractions, continued fractions. Pell's equation and algebraic numbers. Winter, odd years.

636 Mathematics Curriculum (4-2-5)

The study of mathematics content, scope and sequence, and programs in the secondary schools, including student research and development of a high school mathematics curriculum. Spring, odd years.

646 Strategies for Teaching Mathematics (5-0-5)

A comparison of contemporary and traditional strategies for teaching high school mathematics, a review of learning theories as they relate to mathematics, and the use of computers, calculators and other aids in the teaching of mathematics. To be arranged.

656 Research in Mathematics Education (Variable)

A brief survey of research models relating to the teaching and learning of mathematics, surveying techniques, curriculum development and evaluation, classroom research. Particular emphasis will be given to the reading and using of research. To be arranged.

671 Combinatorial Mathematics (5-0-5)

A study of permutations, combinations, recurrence relations, generating functions, the principle of inclusion, Latin rectangles and block designs. Summer, odd years.

675 Introduction to the Theory of Graphs (5-0-5)

A study of graphs, subgraphs, paths, arcs, trees, circuits, digraphs, colorability. Fall, even years.

695 Selected Topics (1-5 hours credit)

Prerequisite: Permission of department chairman and instructor.

A variable content course intended to meet the needs and interest of graduate students in selected areas of mathematics. May be repeated for credit with approval of department chairman. To be arranged.

Graduate Courses in Music (MUS)

595 Select Topics in Music Education (Variable)

A study of specific problems in music education for graduate credit. Quarterly.

Graduate Courses in Philosophy (PHY)

610 Philosophy of Education (5-0-5)

Prerequisite: Admission to graduate study.

A consideration of major philosophies of education, with the student project devoted to writing one's own philosophy of education. When this course is taught in relation to the Cullum Third World Culture Program, there will be an emphasis on the inclusion of non-western expressions into one's philosophy of education. To be arranged.

Physics (PCS)

451 Modern Physics* 4-2-5)

Prerequisites: PCS 211, 212, 213 or permission of instructor.

Theory of special relativity. Quantum physics: Black body radiation, photoelectric effect, Compton effect, X-rays, Bohr model of

the atom. Wave properties of matter. Fall, odd years.

452 Modern Physics II* (4-2-5)

Prerequisite: PCS 451 or permission of instructor.

Wave mechanics. Atomic and molecular spectroscopy. Winter, even years.

453 Modern Physics III* (4-2-5)

Prerequisite: PCS 452 or permission of instructor. A study of nuclear structure, forces, and models' radioactivity, transitions, and interactions of radiations with matter; and nuclear reactions. Spring, even years.

495 Selected Topics* (Variable)

Prerequisite: Permission of instructor.

Modern concepts in special areas of physics. To be arranged.

Political Science (POL)

401 State Government* (5-0-5)

A study of the forms of organization, the functions, and the operation of state government in the United States with particular emphasis on the government of the state of Georgia. Political inputs, decision making, policy outcomes and feedback, and the allocation of government resources at the state, county, and local level will be analyzed.

402 Urban Government and Politics* (5-0-5)

The origin, development, and growth of local government forms. General problems of county and city government.

411 Principles of Public Administration* (5-0-5)

Public administration with special emphasis on the major concepts involved in the science and art of carrying on government.

412 Governmental Organization and Administrative Theory* (5-0-5)

A systematic analysis of theories of organization, management, and administration. Special attention will be given to the two major approaches to organizational structure—the formal Scientific Management

School and the informal Human Relations School.

420 Political Science Methods* (5-0-5)

Prerequisites: POL 202, MAT 221, or permission of instructor.

A study of the assumptions and statistical methods employed in the analysis of politics including analysis of variance, covariance, correlation, and regression. Emphasis upon comprehension of the assumptions and uses of the methods rather than statistical manipulations. Students will be introduced to computer manipulation of data.

431 Government of the Developing Nations* (5-0-5)

Emphasis is given to the concepts of political stability, conflict, revolution, nationalism, and economic development and modernization.

450 World Politics* (5-0-5)

The nature of international relations with emphasis on contemporary theories explaining the international behavior of states.

451 International Law and Organizations* (5-0-5)

A survey of the sources and types of international law; the law of peace; the law of conflict; the law of neutrality; the antecedents of the United Nations; The United Nations; The United Nations Specialized Agencies; regional organizations, and international integration.

**Graduate Courses in
Political Science (POL)**

Prerequisite: Admission to graduate study and permission of the instructor.

601 State Government (5-0-5)

A study of the forms of organization, the functions, and the operation of state government in the United States with particular emphasis on the government of the State of Georgia. Political inputs, decision making, policy out-puts and outcomes, feedback, and the allocation of government resources at the state, county, and local level will be analyzed.

602 Urban Government and Politics

The origin, development, and growth of local government forms. General problems of county and city government.

611 Principles of Public Administration (5-0-5)

Public administration with special emphasis on the major concepts involved in the science and art of carrying on government.

612 Governmental Organization and Administration Theory (5-0-5)

A systematic analysis of theories of organization, management, and administration. Special attention will be given to the two major approaches to organizational structure—the formal Scientific Management School and the informal Human Relations School.

625 Constitutional Law: Distribution of Power (5-0-5)

The role of the Supreme Court as arbiter of separation of powers and federalism; interplay of political, social, and economic forces with the development of constitutional doctrine.

626 Constitutional Law: Civil Liberties (5-0-5)

A study of the development of the constitutional protection of civil liberties in the U.S., emphasizing due process, criminal procedure, freedom of expression, religious freedom, and the nationalization of the Bill of Rights.

650 World Politics (5-0-5)

The nature of international relations with emphasis on contemporary theories explaining the international behavior of states.

695 Selected Topics (5-0-5)

Prerequisites: Admission to graduate study and permission of instructor.

Seminar in special subject areas related to the needs of students in graduate programs.

Graduate Courses in Psychology (PSY)

Most psychology courses at the graduate level are not generally available to graduate students in other programs at Augusta College unless approved by the student's major professor, the chair/dean of the student's department/school, the chair of the Psychology Department, and the instructor of the course. Post-baccalaureate students may be admitted to a course by permission of the instructor and the departmental chair.

600 Proseminar (1-1-1)

Proseminar is a 3-quarter sequence consisting of (1) qualification in general psychology, (2) ethics pertinent to the practice of professional psychology, and (3) contemporary issues in psychology. Satisfactory performance in Proseminar is essential to continuance in the program.

605 History and Systems of Psychology (5-0-5)

Analysis and integration of psychological theory and researching in the perspective of history and twentieth century systems.

612 Developmental Psychology (5-0-5)

A study of the biological, cognitive, psychosocial and ecological changes in development. The evolution of developmental theory is examined, with emphasis on current research.

615 Psychological Assessment I (4-2-5)

Review of measurement theory and supervised practice in the administration and interpretation of individual psychological tests, with an emphasis on tests of intellectual functioning, and on report writing.

616 Psychological Assessment II (3-4-5)

Administration and interpretation of psychological tests with an emphasis on individual and group personality tests; additional concentration on psychological report writing and the selection of test batteries.

623 Conditioning and Learning (4-2-5)

Prerequisites: Undergraduate course in experimental psychology or learning, or permission of instructor.

Methods and concepts of conditioning and learning with animal and human subjects.

624 Personality (5-0-5)

Emphasis on experimental and psychometric approaches to individual differences, situational effects on behavior, conflict, frustration, anxiety, stress, aggression, defense, emotion, and locus of control.

625 Biopsychology (4-2-5)

Consideration of the biological bases of behavior, including learning, memory, emotion, sensation and perception. Some emphasis is placed on understanding pathology from biochemical and neuropsychological perspectives.

630 Behavior Therapy (3-4-5)

An examination of theoretical and technical issues in behavior therapy. Field practice will supplement classroom discussion.

637 Behavior Pathology (5-0-5)

Prerequisite: Undergraduate behavior pathology or abnormal psychology course.

The study of maladaptive behavior, including current taxonomic systems with emphasis on theoretical and research dimensions associated with behavior pathologies.

644 Industrial-Organizational Psychology (4-2-5)

Prerequisite: Permission of the instructor.

An in-depth survey of psychology as applied to work in industrial and organizational settings. Special topics will include personnel selection, training and evaluation, human factors in performance, environmental influences, goal setting and job design, work motivation, job satisfaction, leadership, and organizational structure and change.

651 Experimental Design (4-2-5)

Prerequisite: Statistics course or permission of instructor.

Theory and application of experimental design in psychological research, including study of design strategies in relation to statistical procedures, particularly analysis of variance and multivariate analysis. Other topics include instrumentation, research ethics, and guidelines for writing articles for publication.

665 Counseling/Clinical Psychology (3-4-5)

Prerequisite: PSY 637.

A critical examination and comparison of therapeutic models as applied to behavior disorders and problems of daily living. Practical training in interviewing and therapy is provided by means of supervised practice and videotape recordings.

668 Behavior Modification in the Classroom (4-2-5)

The application of behavior modification principles to the practical concerns of the professional educator. Not recommended for graduate students majoring in psychology.

673 Social Psychology (4-2-5)

An in-depth survey of social influences on individual and group behavior. Special topics will include attitude formation and change, social perception and attribution processes, interpersonal attraction, aggression, altruism, social influence, and group dynamics.

690 Seminar in Group Process (3-4-5)

Small group interactions are used to explore feelings, attitudes, and interpersonal impact upon others. Techniques of group facilitation and personal exploration are emphasized.

696 Internship (Variable)

Prerequisite: Approval of Director of Graduate Studies, or Director of Clinical Training, or Chair of Student's Committee. Individually supervised fieldwork relevant to the student's professional goals.

698 Special Problems (5-0-5)

Prerequisite: Permission of the instructor. Supervised study, non-thesis research, or seminars on problems chosen to utilize the expertise of the staff and consultants to meet the need and interests of students.

699 Research and Thesis (Variable)

Prerequisite: Approval of Academic Advisory Committee.

Graduate Courses in Science (SCI)

595 Selected Topics (Variable)

Prerequisite: Permission of the Chairman of the Department of Chemistry and Physics,

or Biology. To provide a vehicle whereby selected topics of interest may be offered to post-baccalaureate students. May be taught as an integrated course within the Departments of Chemistry and Physics and Biology to satisfy special needs for scientific background in master's programs. To be arranged.

Graduate Courses in Sociology (SOC)

601 Social Change (5-0-5)

Factors and processes of social change; technological and institutional change; value systems; social movements; symbolic communication; innovation and inertia; the problem of social progress.

602 Group Dynamics (5-0-5)

Process of social groups; group leadership effectiveness, goals; group communication and control.

604 Advanced Social Problems (5-0-5)

A consideration in depth of selected social issues and problems. Emphasis will be placed upon etiology, context, remedial measures and implications.

610 Comparative Family Analysis (5-0-5)

An institutional analysis of the family as social subsystem, including premarital behavior patterns, mate selection, marital interaction, and family disorganization. Special emphasis is placed on theories pertaining to the structure, function, and change of family forms, empirical data from current and past research projects; and cross-cultural comparisons of selected family systems.

612 Racial and Ethnic Relations—Today's Concerns (5-0-5)

Comparative study of selected racial and ethnic groups in contemporary United States society. Exploration of majority-minority interaction, prejudice and discrimination, racism, and selected social problems.

635 Sociology of Organizations (5-0-5)

Sociological analysis of the structure, process, and function of formal/complex organ-

izations in contemporary United States. Attention to internal organizational goals, values, operations, control mechanisms and

other organizational factors. Attention to external and macro processes that influence organizational operations.

MARKERT HALL



School of Business Administration

Faculty

Dean

Farmer, M.K.

DIVISION OF GRADUATE STUDIES

Professor

†Holloman, C.R., Director and
Assistant to the Dean

DIVISION OF ACCOUNTING, ECONOMICS AND FINANCE

Professor

Law, D.R., Director
Farmer, M.K.
Kuniansky, H.R.
Wallace, R.S.

Associate Professor

Duncan, D.E.
Flynn, E.H.

Assistant Professor

Arnold, E.R.
Jackson, P.Z.
Leightner, J.E.
Lisko, M.K.
Sherrouse, M.T.

†Grover C. Maxwell Professor of Business
Administration

Temporary Associate Professor

Sidler, P.D.

Temporary Instructor

Bramblett, D.R.
Flynn, N.A.

Ross, S.K.

Tolleson, T.D.

DIVISION OF MANAGEMENT, MARKETING AND MANAGEMENT INFORMATION SYSTEMS

Professor

Monge, F.W.
Rutsohn, P.D.

Associate Professor

Bramblett, R.M.
Fellers, G.P.
Godin, J.W.
Mobley, M.F.

Assistant Professor

Ibrahim, N.A.
Lewellyn, P.A.
Schultz, T.A.

School of Business Administration

The purpose of the School of Business Administration is to prepare students for leadership and service in business, the professions, and government, and for becoming responsible citizens and leaders in society. Viewing organizations as operating in a dynamic social, political, and economic environment, the school performs four functions with respect to its purpose: (a) to offer students the firm base of liberal education characteristic of all educated persons; (b) to provide students with a thorough understanding of the operational and managerial functions of modern business; (c) to stimulate interest in social, economic, and civic responsibilities, and (d) to promote intellectual maturity and personal growth through continuing education.

In addition, the school contributes to knowledge through the research activities of its faculty and students. Graduate programs are offered for advanced students in accounting, administration, and health services administration. The School participates in programs of adult education both on and off the campus.

The undergraduate curricula leading to the Bachelor of Business Administration degree with major concentrations in accounting, economics/finance, management, marketing, and general business also require that undergraduate majors take a minimum of 40 percent of their work in general education. Within the school, every major curriculum is constructed around a common core of courses in the functional areas of business and economics.

The School of Business Administration is advised and supported by a 20-member Advisory Board chaired by Mr. Bernard Silverstein, Chief Executive Officer of Silverstein's Cleaners and Laundry. This group of local business leaders meets quarterly and serves as a bridge between the School and the community. Members in 1989-90 were: Mr. John L. Barnes, Jr., Executive Vice President, Graniteville Com-

pany; Mr. Randolph L. Burnette, President, J.B. White; Mr. James H. Childress, Operations Manager-Customer Service, Southern Bell; Mr. Lee W. Curley, First Vice President & Branch Manager, Robinson Humphrey Company; Mr. James E. Davis; Mr. Edwin L. Douglas, Jr., President, E.L.D., Inc.; Mr. Edward M. Gillespie, President, University Hospital; Mr. W.A. Greene, Jr., President, Evergreen Foods; Mr. Charles F. Huff, City Chairman, Augusta Division, First National Bank of Atlanta; Mr. Thomas Kelly, Jr., Associate Director of Financial Services, Medical College of Georgia; Ms. Nancy J. McJunkin, Senior Vice President and Assistant to the President, First Union Bank of Augusta; Mr. H.M. Osteen, Jr., Chairman, President, and CEO, Bankers First; Mr. Ronald V. Patterson, President, E Z Go; Mr. J. Haley Roberts, Jr., First Vice President, Interstate Securities; Ms. Vicki Rumbley, Coordinator, Public Relations, Charter Hospital of Augusta; Mr. Abram J. Serotta, Serotta, Maddocks, and Devanny CPA's; Mr. Herbert S. Upton, President, Upton Management Company, Inc.; Mrs. Joan Castleberry Walker, Vice President, Castleberry's Food Company; Mr. Solomon W. Walker, President and CEO, Solomon Walker and Associates; Mr. Jack K. Widener, Jr., Vice President, Georgia Power Company.

Bachelor of Business Administration

A student pursuing a business administration curriculum may choose an area of major concentration from one of the following: Accounting, Economics/Finance, Management, Marketing, General Business.

General Education Requirements

The general education core curriculum, Areas I, II and III, is detailed on pages 65-66.

Core Requirements

Area IV of the core curriculum consists of courses related to the B.B.A. Degree requirements and the chosen major concentration. Since the core curriculum (Areas I, II, III and IV) is preparatory, the student should

complete all requirements during the freshman and sophomore years.

Summary of Academic Requirements

The Core Curriculum

Area I Humanities	Hours
ENG 101-102, or ENG 111 (grades of C, or above in each course)	10
HUM 221-222	10

Area II Mathematics and Sciences

MAT 107-122	10
Sciences (Select one ten-hour sequence)	
BIO 101-122	
CHM 121-122	
CHM 121-106	
CHM 105-106	
GLY 101-102	
PSC 101-102	
PCS 201-202	
PCS 211-212	10

Area III Social Sciences

HIS 211 or HIS 212	5
POL 101	5
PSY 101 or SOC 101	5
(Select one of the following):	5
ANT 101, 201	
ECN 205, 251, 252	
HIS 115, 116, 211, 212	
PHY 101	
POL 201, 204	
PSY 101	
SOC 101, 202, 221	

Area IV Core curriculum related to all major concentrations for the B.B.A. degree

ACC 211-212	10
MIS 210	5
ECN 251-252	10
MAT 221	5

Graduation Requirement: HUM 323 5

Required Business Administration Junior and Senior Common Curriculum 40

(Grades of C, or above, required in each course)

Major Concentration 30-35

(Grades of C, or above, required in each course)

Electives (depending on major concentration) 10-15

Physical Education (PED 191 [2 credit hours] and one aquatic course required) 7

Total Hours Required 187

Business Administration Junior-Senior Common Curriculum and Major Concentration

A grade of C or better is required in all major courses.

Students should complete Areas I, II, III and IV of the course curriculum as prerequisites to the following junior-senior common curriculum and major concentrations.

The School of Business requires all students of business administration to acquire a "common body of knowledge" relative to understanding business and the private enterprise system. To this end, all students seeking a Baccalaureate Degree in Business Administration are required to complete an upper division common curriculum consisting of 8 courses as follows:

Required	40 Hours
MIS 310 Information Systems	5
MKT 353 Principles of Marketing	5
MGT 363 Management Theory and Practice	5
FIN 315 Corporate Finance	5
MSC 322 Operations and Production Management	5
MGT 340 Legal Environment of Business	5

MGT 464	Strategic Management and Organization Policy	5
Select one course from the following:		5
BSL 400	Business Law I	
ECN 301	Economic Development of the United States	
FIN 375	Principles of Real Estate	

Major Concentration 30 Hours

Prerequisites: Completion of Areas I, II, III, and IV of the core curriculum, Regents Testing Program, junior-senior common curriculum, and senior standing.

Select one of the following concentrations: Accounting, Economics/Finance, Management, Marketing, General Business.

Accounting

This curriculum will prepare students for a professional career in public accounting, industrial accounting, or governmental accounting.

			Hours
ACC	311	Financial Accounting Theory I	5
ACC	312	Financial Accounting Theory II	5
ACC	402	Accounting Information Systems	5
ACC	411	Cost Accounting	5
ACC	451	Federal Income Taxation	5
ACC	471	Auditing	5
Select one course from the following:			5
ACC	414	Advanced Cost Accounting	
ACC	421	Advanced Accounting	
ACC	452	Advanced Federal Income Taxation	
ACC	481	Governmental and Institutional Accounting	
ACC	495	Selected Topics in Accounting (only with written approval of advisor)	

Total 35

Economics/Finance

This curriculum provides students with in-depth knowledge of economics and finance. The knowledge acquired in these courses prepares the student for careers in financial institutions, non-financial business firms, and non-profit organizations.

Required

FIN 415	Advanced Corporate Finance	5
FIN 421	Investments and Market Analysis	5
ECN 425	Economics of Financial Service Institutions	5
ECN 431	International Economics and Finance	5
Select two courses from the following:		
ECN 451	Advanced Microeconomics	5
ECN 452	Advanced Macroeconomics	5
ECN 461	Evolution of Economic Thought	5
ECN 471	Public Finance	5
ECN 495	Selected Topics in Economics (only with written approval of advisor)	
FIN 422	Portfolio Theory and Management	5
FIN 426	Management of Financial Service Institutions	5
FIN 473	Risk Management	5
FIN 475	Real Estate Asset Management	5
FIN 495	Selected topics in Finance (only with written approval of advisor)	5

Total 30

Management

This curriculum is designed to acquaint the student with the executive's role in decisions which relate to planning, organizing, and controlling organizations in a dynamic economy.

Required			Hours
MSC	424	Advanced Operations and Production Management	5
MGT	434	Human Resources Management	5
MGT	461	Organization Behavior	5
Select three courses from the following:			
MGT	402	Management Research	15
MGT	411	Industrial Relations and Collective Bargaining	
MSC	425	Quantitative Methods in Business	
MSC	426	Quantitative Decision Models	

MGT 435	Compensation Administration	
MGT 436	Personnel Selection and Development	
MGT 450	Entrepreneurship and Small Business Management	
MGT 463	Organization Theory and Management	
MGT 495	Selected Topics in Management (only with written approval of advisor)	
Total		30

Marketing

This curriculum helps to prepare the student to function effectively in an entry level marketing management position.

Required	Hours
MKT 401 Buyer Behavior	5
MKT 402 Marketing Research	5
MKT 414 Marketing Planning and Strategy	5
Select three courses from the following:	15
MKT 360 Salesmanship and Sales Management	
MKT 370 Advertising and Advertising Management	
MKT 408 Marketing Communication	
MKT 410 Industrial Marketing	
MKT 412 Retail Management	
MKT 415 Distribution Channels	
ECN 451 Advanced Microeconomics	
MKT 495 Selected Topics in Marketing (only with written approval of advisor)	
Total	30

General Business

This curriculum provides the student with a background in the broad field of business administration without specializing in any particular functional area.

Required	Hours
Select no more than three courses from any one major concentration from the School of Business Administration (accounting, economics/finance, management, or marketing). A total of 30 hours is required, and the se-	

lected courses must be in the 300 or 400 series.

Associate of Arts Degree Program

Concentration in General Studies

This program is offered to provide a structured two-year degree program for the student who cannot plan to complete a four-year college program. It provides the first two years of a standard bachelor's degree program and would allow the student to move into the bachelor's degree program with no loss of credit.

The requirements for the degree would indicate at least twenty quarter credit hours in each of the following areas: English and humanities, mathematics and sciences, and social science. These correspond to the three areas of the Core Curriculum described in the previous section of this catalog. See pages 65-66.

In addition, there is a requirement of a minimum of thirty hours in courses specified as fulfilling the Area IV of the core curriculum for a particular major. See page 66.

The other degree requirements are those listed under Graduation Requirements in the previous section of the catalog.

Associate of Applied Science Joint Degree Programs

Augusta Technical Institute & School of Business Administration

The degree is awarded after a student has completed the program at Augusta Technical Institute and the program at Augusta College as specified by each institution. A student should seek admission to both programs after consulting with the advisors and catalogs of each institution. The degree will be awarded upon completion of both programs.

Concentrations in accounting, fashion merchandising, financial services, horticulture, medical secretarial, marketing, and management must complete the following

courses plus 15 additionally designated hours.

	Hours
ENG 101, 102	10
POL 101	5
HIS 211 or 212	5
MAT 107	5
Lab Science (BIO 101 or CHM 105 or PSC 101 or GLY 101)	5
PED (Including PED 191 (2 credit hours) Aquatics and one activity course)	4
3 courses designated below according to major	15
Total Hours	49

Selected Concentration Emphasis Curriculum Requirements to be Taken at Augusta College: 15 cr. hrs.

Accounting	Hours
ECN 205 and 251 or 251 and 252	10
MIS 210	5

Fashion Merchandising	
ECN 205 and 251 or 251 and 252	10
ACC 211	5

Banking and Financial Services	
ACC 212	5
MIS 210	5
ECN 205	5

Horticulture	
ACC 211	5
ECN 205	5
MIS 210	5

Marketing	
ECN 205	
ACC 211	5
MIS 210	5

Management	
ECN 205	5
ACC 212	5
MIS 210	5

Medical Secretarial	
ECN 251 and 252	10
ACC 211	5

Minors in the Curricula of the School of Business Administration

The Bachelor of Business Administration degree is a diversified professional degree which requires no minor. For the student in other disciplines seeking a minor in accounting, business administration, or economics, the following requirements must be met:

Accounting Minor:	Hours
Area IV Courses	
MIS 210, ACC 211, ACC 212, ECN 251	20

Upper Division Courses:	
ACC 311 Financial Accounting Theory I	5

Select any two of the following courses:	
ACC 312 Financial Accounting Theory II	
ACC 411 Cost Accounting	
ACC 451 Federal Income Taxation	
ACC 481 Governmental Accounting	

Total	35
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Business Administration Minor:	
Area IV Courses:	
MIS 210, ACC 211, ECN 251, ECN 252	20

Upper Division Courses:	15
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Select three of the following:	
ECN 301, MGT 340, MGT 363, MIS 310 MKT 353	

Total	35
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Master of Business Administration Degree Program

An Overview

Items to be submitted by master's degree applicants:

1. Application for Graduate Study.
2. Fee of \$10.00 check or money order (not required if previously admitted to Augusta College as a post-baccalaureate student).
3. Two official transcripts from each institution attended.

4. Official scores on the Graduate Management Admission Test (GMAT).
5. Three letters of recommendation.
6. Statement of goals.

Admission Criteria for Master's Degree Program

Post-baccalaureate Status

Students planning to enroll in the M.B.A. program may be admitted for post-baccalaureate study upon submitting: (1) an Application for Admission to a Graduate Program; (2) a fee payment of \$10.00; and (3) two copies of transcripts from each accredited school and university attended.

Post-baccalaureate students will **not** be allowed to enroll in any graduate courses at the 600 level or above. Post-baccalaureate students may elect to satisfy certain prerequisite M.B.A. course requirements by taking undergraduate courses as recommended by their advisor.

Graduate Student Status

Determination of eligibility for admission to the graduate program in business is based primarily on: (1) a satisfactory grade point average; and (2) an acceptable score on the Graduate Management Admission Test (GMAT). A formula, set by the accrediting body for business schools, is used to compute an eligibility index score. Usually an undergraduate grade point average of at least 2.5 on a 4.0 scale and a GMAT score of 450 or over is required. A determination of eligibility for graduate admission cannot be made until all the documentation as listed on the Application for Admission to a Graduate Program is received. Unless special permission is received, only those students granted graduate status may enroll in graduate level courses.

Those students who have been denied admission to the graduate program in business and believe there are extenuating circumstances influencing their eligibility may submit a letter appealing their denial to the Director of Graduate Studies, School of Business Administration. This appeal will be

heard by a special committee of the School of Business Administration.

GMAT

The Graduate Management Admission Test is a standardized examination administered by the Educational Testing Service. The test is given four times a year at locations throughout the country, including Augusta College. A prospective student's score on the GMAT is required before an evaluation for admittance can be made. The test is designed to assess the qualifications of applicants for advanced study in business and management. The test does not measure specific knowledge obtained in college course work or achievement in any particular subject area. The test does cover basic mathematical skills and the ability to reason quantitatively as well as reading comprehension and writing ability. Those persons taking the test should indicate on the test application form that their scores should be reported to the School of Business Administration at Augusta College. **The test must be taken and scores reported prior to the time of desired enrollment.**

Applications to take this test and more detailed information about it can be obtained from either the Director of Graduate Studies, School of Business Administration, Augusta College, or by writing to: Graduate Management Admission Test, Educational Testing Service, 20 Nassau Street, Princeton, New Jersey 08541.

Master of Business Administration

The principal objectives of the Master of Business Administration degree are as follows:

1. The Master of Business Administration (M.B.A.) degree program is designed for the education of professional executives in both private and public organizations. While allowing for a functional concentration, the curriculum has been developed to provide breadth rather than narrow specialization. It is structured to accommodate students with or without an undergraduate degree in business administration.

2. To require that each candidate for the M.B.A. degree become well prepared in all of the functional areas of business and institutional administration.
3. To assure by careful control of admission and instructional standards that persons awarded the degree by Augusta College have achieved a high level of excellence.

A student entering the program with the Bachelor of Business Administration degree normally will be able to complete the Master of Business Administration degree with as few as 60 quarter hours. The program, however, is designed to accommodate students from other backgrounds. These students first acquire the necessary background in the Common Body of Knowledge (CBK) required by the accrediting association for schools of business, the American Assembly of Collegiate Schools of Business. The particular courses required for an individual student are determined in consultation with the Director of Graduate Studies in the School of Business Administration.

Prerequisite Courses

MAT 122	Calculus with Business Applications 5 credit hours
MAT 221	Elementary Statistics 5 credit hours
ECN 510	Economic Concepts 5 credit hours
ACC 502	Financial Accounting for Managerial Control 5 credit hours
FIN 315	Corporate Finance 5 credit hours
MKT 353	Principles of Marketing 5 credit hours
MGT 363	Management Theory and Practice 5 credit hours
MSC 322	Operations and Production Management 5 credit hours
MGT 340	Legal Environment of Business 5 credit hours
MIS 210	Microcomputer Applications 5 credit hours

The particular courses required for an individual student are determined in consultation with an advisor in the School of Business Administration and are influenced by the student's previous academic experience.

Breadth Course Requirements

Each M.B.A. candidate must take eleven breadth courses (50 quarter credit hours) as follows:

MGT 635	Ethics in Business Decision Making 2 credit hours
MGT 636	Communication for Managers 3 credit hours
ECN 601	Economic Topics & Issues for Management 5 credit hours
ACC 602	Accounting Systems for Planning and Control 5 credit hours
MIS 610	Information Systems Management and Applications 5 credit hours
FIN 603	Managerial Finance 5 credit hours
MKT 604	Marketing Management 5 credit hours
MGT 605	Operational Planning and Data Analysis 5 credit hours
MGT 606	Organizational Behavior 5 credit hours
MGT 725	Strategic Management and Organizational Policy I 5 credit hours
MGT 726	Strategic Management and Organizational Policy II 5 credit hours

MGT 635 and MGT 636 will be offered consecutively within a quarter with four weeks devoted to MGT 635 and six weeks to MGT 636. Students will be required to register for these courses early in the program.)

Elective Courses

Each student is required to take an additional 10 quarter credit hours in graduate creditable courses to complete the program. With the

approval of the Director of Graduate Studies, School of Business Administration, students **may:** (1) take these 10 hours from fields other than those taught in the School of Business Administration, and (2) select 5 elective hours from 400 level courses.

Academic Performance

A GPA of not less than 3.00 is required for graduation. However, degree candidates may not have earned more than ten (10) quarter hours with a grade of "C" or less. Grades below "C" will not be accepted for graduate work. While a "B" (3.00) or better must be earned for all graduate course work trans-

ferred from another institution, it will not be included in computing the student's Augusta College GPA. Should a student enroll in a graduate course more than once, both grades will be included in computing the student's GPA. At the end of any academic quarter when a student's cumulative GPA (MBA core and elective courses only) falls below 3.00, the student will be placed on academic probation and will be required to raise his or her cumulative GPA to at least 3.00 during the next 15 quarter hours of course work. If the student's cumulative GPA is still below 3.00 after completion of 15 quarter hours, subsequent to being placed on academic probation, he or she will be dismissed from the program.

Course Descriptions

After each course title there are three numbers in parentheses. The first number listed is the number of hours of lecture; the second, the number of hours of laboratory and the third, the number of credit hours the course carries. Where lecture, laboratory, and credit hours are not fixed such as in "Selected Topics," the word "Variable" or the letter "V" will be used instead of numbers.

All 400-level courses marked with an asterisk (*) may be taken for graduate credit within the prescribed limits and with the advisor's approval. Additionally, in order for 490, Cullum Lecture Series, to be graduate creditable, the graduate student must have registered for it in the discipline in which the degree is being sought.

The following abbreviations are used:

The School of Business Administration

Accounting (ACC), Business Administration (BUS), Business Law (BSL), Economics (ECN), Finance (FIN), Health Services Administration (HSA), Management (MGT), Management Information Systems (MIS), Management Science (MSC), Marketing (MKT).

The School of Business Administration Undergraduate Courses

The student should have completed the Freshman-Sophomore Core Curriculum and the Regents' Testing Program prior to enrolling in 300- to 400-level courses.

Accounting (ACC)

211 Principles of Accounting I (5-0-5)

Prerequisite: MAT 107.

An introductory course in financial accounting. The focus is on accounting as a system

for reporting business activity. It includes study of the structure of the accounting cycle, the preparation and interpretation of basic financial statements, and the study of fundamental accounting principles.

212 Principles of Accounting II (5-0-5)

Prerequisite: ACC 211.

An introductory course in managerial accounting. The focus is on accounting as a system for providing information for organizational management. It includes the study of budgeting, break-even analysis, standard costs, and information for decision making.

311 Financial Accounting Theory I (5-0-5)

Prerequisite: Satisfactory completion of ACC 211 and ACC 212 with a B average or a satisfactory score on a comprehensive examination.

The primary emphasis of the course is to provide the student with a thorough understanding of financial accounting theory as it applies to preparation of financial statements. The course includes review of theoretical financial accounting concepts, the concept of present value, and the analysis of asset and liability accounts.

312 Financial Accounting Theory II (5-0-5)

Prerequisite: ACC 311 and junior standing. This course is a continuation of ACC 311. The primary emphasis of the course is on financial accounting theory as it relates to basic problem areas in financial reporting including long term liabilities, capital structure, investments and the analysis of financial statements.

402 Accounting Information Systems (5-0-5)

Prerequisite: ACC 312 and MIS 210.

Concepts of analysis, design, implementation, and utilization of accounting information systems. Familiarization with typical forms, documents, and records used in both manual and computerized transaction analysis. Introduction to concepts of internal control structure and auditing.

411 Cost Accounting (5-0-5)

Prerequisite: ACC 212 and senior standing.

A basic course in cost accounting. The emphasis is on the development of cost systems for organizational planning and control. The course includes study of such areas as analysis of variances, determination of overhead rates, job order and process cost product costing, and direct cost systems.

414 Advanced Cost Accounting (5-0-5)

Prerequisite: ACC 411.

Provides the student with an in-depth analysis of managerial-cost concepts and techniques required for developing, analyzing, and interpreting information for organizational planning and control systems.

421 Advanced Accounting (5-0-5)

Prerequisite: ACC 312.

The emphasis of this course is the application of accounting theory to specialized problem areas including issues related to income measurement such as pensions, leases, income taxes, and consolidations.

451 Federal Income Taxation (5-0-5)

Prerequisite: ACC 311, or permission of instructor.

The emphasis of this course is to present a survey of theories and practices governing federal income taxation of individuals and business entities including partnerships and corporations.

452 Advanced Federal Income Taxation (5-0-5)

Prerequisite: ACC 451.

The emphasis of this course is on tax planning and tax research.

471 Auditing (5-0-5)

Prerequisite: ACC 312.

The application of auditing principles to the problems of public accountancy with emphasis upon the adherences to standards and professional ethics.

481 Governmental and Institutional Accounting (5-0-5)

Prerequisite: ACC 212.

The focus is on the accounting process in not-for-profit organizations including state, local, and federal governments, hospitals, and schools. The course includes study of the requirements of fund accounting systems, the principles underlying such systems, and the unique budgeting requirements of not-for-profit organizations.

495 Selected Topics in Accounting (Variable)

Prerequisite: Permission of advisor to use in the major area and senior standing. A seminar and/or directed study of a major issue, practice, or problem in accounting.

Business Administration (BUS)

295 Selected Topics in Business Administration (Variable)

Prerequisite: Permission of Dean of the School of Business Administration.

A seminar and/or directed study on a major issue, practice, or problem in business administration of the freshman/sophomore level. To be arranged.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics in Business

Administration (Variable)

Prerequisite: Senior student status and permission of the Dean of the School of Business Administration.

A seminar and/or directed study on a major issue, practice, or problem in business administration. To be arranged.

496 Undergraduate Internship (1-15)

Prerequisite: Permission of the Dean of the School of Business Administration.

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. This course may not be counted among the course requirements in the student's major. To be arranged.

499 Undergraduate Research (Variable)

Prerequisite: Senior standing and permission of the Dean of the School of Business Administration.

Independent research on an advanced topic selected by the student in consultation with the Dean of the School of Business Administration. Techniques of business and economic research are emphasized. To be arranged.

Business Law (BSL)

400 Business Law (5-0-5)

Prerequisite: Junior standing.

Contracts, sales contracts, agency negotiable instruments, common and public carriers. Designed to acquaint students with legal rights and liabilities in the ordinary course of business. TBA.

477 Real Estate Law (5-0-5)

Prerequisite: BSL 400, FIN 375, and junior standing.

Presents an in-depth coverage of the real estate transaction, as well as discussion of current topics such as condominiums, land development, subdivisions, and consumerism and its revolutionary impact on real estate law. To be announced.

Economics (ECN)

205 Basic Economics (5-0-5)

Prerequisite: MAT 107.

This is a survey course for non-business majors. It covers both macro and microeconomics and is aimed at developing an understanding of economic policies and problems. Not to be counted as social science elective for business majors.

251 Microeconomics (5-0-5)

Prerequisite: MAT 107.

The determination of process and output levels and the explanation of economic equilibrium of individual economic units—the consumer, the firm, and the industry.

252 Macroeconomics (5-0-5)

Prerequisite: ECN 251.

This introductory course explains the nature of the economic problems which any society must solve. Then the way in which a mixed enterprise economy solves this problem is examined. Topics covered include supply and demand, income and employment, money and banking, and fiscal policy.

301 Economic Development of The United States (5-0-5)

Prerequisite: ECN 252.

Traces development of economic institutions and policies, especially since 1860; deals with agriculture, manufacturing, commerce, transportation, money and banking, tariffs, and the repercussions of periods of prosperity and depression.

425 Economics of Financial Services Institutions (5-0-5)

Prerequisite: FIN 315.

Evaluation of current monetary theory and policy; state and federal regulation; flow of funds analysis in the financial system; operating characteristics and structure of the financial services institutions and the markets in which they operate; the changing role of these institutions.

431 International Economics and Finance (5-0-5)

Prerequisite: ECN 251 and ECN 252.

The theory of international trade. The balance of payments, exchange rates, monetary movements, capital markets, and commercial policy. Implications of international financial reforms and international economic integration.

451 Advanced Microeconomics (5-0-5)

Prerequisite: ECN 252.

Theoretical analysis pertaining to production, value, distribution, pricing in competition, and monopoly. Winter.

452 Advanced Macroeconomics (5-0-5)

Prerequisite: ECN 252.

Study of aggregative economic analysis. Income determination and measurement and analysis of national income level and fluctuations in economy activity. Fall.

461 Evolution of Economic Thought (5-0-5)

Prerequisite: ECN 252.

Study of the development of economic ideas from the mercantilists to twentieth century economists. Emphasis on classical and neo-classical tradition.

471 Public Finance (5-0-5)

Prerequisite: ECN 252.

Public expenditures, revenues, taxation, transfers, public debt, and fiscal policy in relation to economic stability, distribution of income, and resources allocation.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, participate in class discussions, and prepare a student project relevant to the quarter's topic.

495 Selected Topics in Contemporary Economic Theory and Practice (5-0-5)

Prerequisite: Completion of junior core curriculum or permission of the Dean of the School of Business Administration.

The application of economic theory to public policy issues. Topics covered will normally include: monopoly and competition, monetary and employment policy, regional economic development, agricultural economics, labor problems, or other selected subjects of current interest.

Finance (FIN)

210 Personal Finance (5-0-5)

Prerequisite: None.

This course is designed to assist individuals in answering questions that arise in the process of managing their financial affairs. It provides a look at budgeting, allocation of income, the use of credit, the role of insurance, and the purchaser of real estate. Not to be used to fulfill major requirements for business.

315 Corporate Finance (5-0-5)

Prerequisites: ECN 252, ACC 212, MAT 221.

This course deals with the fundamental tools of financial management: namely, the time value of money, risk and return measurement, determination of cash flow, pro-forma statements, and ratio analysis. These tools in conjunction with basic financial theory and concepts are used to study the financial problems facing the firm and how these problems are solved.

375 Principles of Real Estate (5-0-5)

Prerequisite: ECN 251 and junior standing.

This course presents theories and practices of the real estate industry. It considers the economic rule of real estate, real estate characteristics, public land use, restrictions on real estate ownership, legal aspects of real estate and real estate financing. This course may not be used as an elective within the Economics/Finance major.

415 Advanced Corporate Finance
(5-0-5)

Prerequisites: FIN 315 and MAT 122.

This course deals with the allocation of resources to both short-term and long-term assets. Measuring the cost of capital, determining the appropriate capital structure, dividend policy, and valuation are addressed. The course is taught using the case method, which enables the student to apply knowledge in a decision-oriented framework.

421 Investments and Market Analysis
(5-0-5)

Prerequisite: FIN 315.

Institutional analysis of the markets for securities, the methods of investment analysis, and their application in fundamental and technical analysis, of individual companies, industries, and the stock market, and specific markets in stocks, options, commodities, and futures.

422 Portfolio Theory and Management
(5-0-5)

Prerequisites: FIN 315, FIN 421.

A study of modern portfolio theory and its application with emphasis on the selection and management of bond and common stock portfolios.

426 Management of Financial Services Institutions
(5-0-5)

Prerequisite: ECN 425.

Study of management decision making within financial services institutions using a case analysis approach. Capital management decision, asset and liability management decisions, lending and investment policy and practices will be examined to determine how these firms' management decisions can impact firm value. Winter.

473 Risk Management
(5-0-5)

Prerequisite: FIN 315.

This course is designed to acquaint the student with an understanding of pure risk, the nature of risk management, the role of risk manager, and the various tools of risk management with major emphasis on insurance.

475 Real Estate Asset Management
(5-0-5)

Prerequisite: FIN 215.

This course requires the student to apply various business principles to the market place for real estate. The student will investigate the legal underpinnings to the real estate market. Real estate is presented in the context of the risk-return continuum in the asset market.

495 Selected Topics in Finance
(Variable)

Prerequisite: Permission of advisor to use in the major area and senior standing.

A seminar and/or directed study of a major issue, practice, or problem in finance.

Health Services Administration (HSA)

495 Selected Topics in Health Services Administration (Variable)

Prerequisite: Senior student status and permission of the Dean of the School of Business Administration.

A seminar and/or directed study on a major issue, practice, or problem in the field of Health Services Administration. To be arranged.

Management (MGT)

340 Legal Environment of Business
(5-0-5)

(Formerly offered as BUS 440)

Prerequisite: ECN 252 and junior standing. This course analyzes the economic, legal, social and political environment in which business operates. It attempts to explain the evolution from the Laissez Faire philosophy of the nineteenth century to the highly regulated environment of the 1980's. The costs and benefits of regulation are appraised.

363 Management Theory and Practice
(5-0-5)

Prerequisites: Junior standing.

A study of the theory and practices of administrative management and an introduction to organization behavior and organization theory. Uses a systems approach to empha-

size the interdependence of social, technical, and structural inputs to the organization.

402 Management Research (5-0-5)

Prerequisite: MGT 363.

This course entails the study and analysis of various research and statistical methods toward the solution of managerial problems in industry and business. The objective is to acquaint the student with scientific concepts and procedures involved in arriving at meaningful managerial conclusions facilitating decision making, policy formation, and other managerial functions.

411 Industrial Relations and Collective Bargaining (5-0-5)

Prerequisite: MGT 363.

A study of the Union Movement, Labor Legislation, Collective Bargaining process, and Resolution of Conflict (fact-finding, mediation, and arbitration). Functions and structure of Labor Unions in both industry and the public sector.

434 Human Resources Management (5-0-5)

Prerequisites: MGT 363 or permission of instructor.

This course emphasizes the principles, practices, and scientific and legal aspects of human resources management.

435 Compensation Administration (5-0-5)

Prerequisite: MGT 363.

Many of today's organizations contend that their employees are their most valuable asset. For this philosophy to be meaningful, an effective reward system and compensation subsystem must communicate a positive message to employees. This course will emphasize the design, development and management of compensation systems directed toward this objective.

436 Personnel Selection and Development (5-0-5)

Prerequisite: MGT 363.

Survey of scientific methods of employee selection and development. Interviewing, testing, appraising and developing employees are studied and practiced.

450 Entrepreneurship and Small Business Management (5-0-5)

Prerequisite: Senior standing.

An interdisciplinary case and lecture approach is used to provide the student with knowledge of real life as well as simulated management experience in areas of entrepreneurship and small business problem solving. Emphasis will be on the characteristics of entrepreneurs, preventure and ongoing small business problems, managing and controlling the operations. All basic disciplines will be drawn into this course, i.e., marketing, accounting, management, finance, economics, and government.

461 Organization Behavior (5-0-5)

Prerequisites: MGT 363 or permission of instructor.

This course examines the determinants and consequences of human behavior in formal organizations.

463 Organizational Theory and Management (5-0-5)

Prerequisites: MGT 363 or permission of instructor.

Examination of concepts of administrative behavior in formal organizations, systems analysis, conceptual models, and analysis of administrative problems from a total organizational point of view.

464 Strategic Management and Organization Policy (5-0-5)

Prerequisite: Senior standing and completion of the junior-senior core curriculum.

Analysis of the practices and problems in the strategic management of business concerns through the examination of case studies and other information and data drawn from the various functional areas of the enterprise. Serves as a capstone course for the senior student.

495 Selected Topics in Management (Variable)

Prerequisite: Permission of advisor to use in the major area and senior standing.

A seminar and/or directed study of a major issue, practice, or problem in management. TBA.

Management Information Systems (MIS)

210 Microcomputer Applications (5-0-5)

Prerequisite: MAT 107.

Hands-on introduction to microcomputer applications which support business functions: word processing, spreadsheets, graphics, and database. Also, exposure to use of an operating system and programming language.

310 Information Systems (5-0-5)

Prerequisite: MIS 210 and junior standing.

Promotes a broad understanding of the roles of hardware, programs, data, procedures, and personnel in information systems. Topics include system architecture, systems development, file and database processing, telecommunications, and information systems resource management. Some hands-on use of microcomputers to emphasize conceptual material.

Management Science (MSC)

322 Operations and Production Management (5-0-5)

Prerequisite: ECN 252, ACC 212, MAT 122, MAT 221.

Application of management science, statistical, and non-quantitative techniques to the operations functions of forecasting, managing inventories, materials resource planning, quality control, project control, and work methods. Also introduced is the tool of linear programming as used to support decision making.

424 Advanced Operations and Production Management (5-0-5)

Prerequisite: MIS 210, MGT 363, and MSC 322.

A capstone course in which techniques for managing the operations functions of capacity planning, job/flow shop scheduling, facilities deployment and queuing are developed, including use of decision theory and simulations. Case studies highlighting the development and implementation of operations management methods will also be utilized. Approximately a third of the course will be devoted to current operations management topics of the instructor's interest.

425 Quantitative Methods in Business (5-0-5)

Prerequisite: MAT 122, MAT 221, MSC 322.

This management science course covers the practical aspects in applying multivariate statistical techniques in business research and managerial decision making. Primary emphasis is placed on the application of the methods and the interpretation of results rather than formula derivations. Numerous applications from various academic disciplines such as management, marketing, economics, and finance are examined.

426 Quantitative Decision Models (5-0-5)

Prerequisites: MIS 210, MGT 363 and MSC 322.

Quantitative and computer models for management decisions are treated. Topics include linear programming problem formulation, interpretation of solutions (duality, sensitivity), an introduction to integer and nonlinear programming, and multi-objective programming. Additional topics selected from dynamic programming, network and transportation models, game theory, Markov processes, or other current topics. Formulation and interpretation of computer-generated model solutions is emphasized.

Marketing (MKT)

353 Principles of Marketing (5-0-5)

Prerequisite: ECN 251.

An inventory study of the marketing process in advanced marketing economics. Topics include the decision environment, opportunity/problem identification and assessment, and strategy development, execution and control.

360 Salesmanship and Sales Management (5-0-5)

Prerequisite: MKT 353.

Introduction to sales concepts and techniques and how to apply them in a myriad of selling situations. Management and evaluation of the sales force are also included.

370 Advertising and Advertising Management (5-0-5)

Prerequisite: MKT 353.

Introduction to marketing and advertising plans and strategies, the advertising business, advertising media, and advertising creativity.

401 Buyer Behavior (5-0-5)

Prerequisite: MKT 353.

The course examines the decision-making process of buyers, including individuals and organizational buyers. Market segmentation and target market selection are focal topics of the course. Also, this course draws heavily on concepts from economics, psychology, sociology, and international business. Consumer behavior issues will also be discussed as they relate to strategic market planning.

402 Marketing Research (5-0-5)

Prerequisites: MKT 353.

Study and practice of planning, designing, organizing, executing, analyzing, reporting, and evaluating and controlling marketing research activities as an aid to effective and efficient managerial marketing decisions.

408 Marketing Communication (5-0-5)

Prerequisites: MKT 353.

Analysis and development of integrated inter- and intra-organizational marketing communications systems. Managerial significance of personal and nonpersonal informative, persuasive, and reminder communications efforts between the firm and its intermediate and final customers. This course draws heavily on concepts from economics, psychology, sociology, and international business.

410 Industrial Marketing (5-0-5)

Prerequisite: MKT 353.

Study of the marketing of goods and services to commercial enterprises and to governments and other nonprofit institutions where the object is resold or used in production of other goods and services by the intermediate customers.

412 Retail Management (5-0-5)

Prerequisites: MKT 353.

Identification and analysis of the basic concepts and practices of successful, modern retailing management. Includes environmental

and opportunity assessments; organizational and merchandise decisions; sales promotion and customer services; accounting controls; and over-all coordination and leadership.

414 Marketing Planning and Strategy (5-0-5)

Prerequisite: MKT 353, MGT 363, and FIN 315.

An examination of the marketing decision-making process within the corporate strategic planning framework. The course explores strategic planning tools that are presently available and assesses their strengths and weaknesses in helping to attain long-range corporate objectives.

415 Distribution Channels (5-0-5)

Prerequisite: MKT 353.

Emphasis is on how to plan, organize, and control the relationships among the institutions and agencies involved in the process of making certain that products and services are available for consumption by industrial, commercial, and household consumers. The end result of effective marketing channel management is the assurance of adequate levels of time, place, and possession utilities in all items made available to consumers. Therefore, the focus of the course is on channel performance.

495 Selected Topics in Marketing (Variable)

Prerequisite: Permission of advisor to use in the major area and senior standing.

A seminar and/or directed study of a major issue, practice, or problem in marketing.

Graduate Courses

Graduate Courses in Accounting (ACC)

502 Financial Accounting for Managerial Control (5-0-5)

Prerequisites: Post-baccalaureate status.

This course is designed to provide students with: (1) an understanding of basic financial accounting terminology, (2) an overview of the financial accounting process, (3) suffi-

cient grounding in financial accounting to be able to understand and analyze the basic financial statements.

602 Accounting Systems for Planning and Control (5-0-5)

Prerequisites: Graduate student status, ACC 502, FIN 315, or equivalent courses.

This is a case-oriented course designed to teach the effective use of accounting systems and accounting data in organizational planning and control.

695 Current Issues in Accounting (Variable)

Prerequisites: Graduate student status and permission of the Director of Graduate Studies.

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration.

699 Graduate Research in Accounting (Variable)

Prerequisites: Graduate student status and permission of the Director of Graduate Studies.

Independent research on an advanced topic selected by the student in consultation with the Director of Graduate Studies. Techniques of business research are emphasized.

Graduate Courses in Business Administration (BUS)

695 Current Issues in Business Administration (Variable)

Prerequisites: Graduate student status and permission of the Director of Graduate Studies.

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration.

699 Graduate Research in Business Administration (Variable)

Prerequisites: Graduate student status and permission of the Director of Graduate Studies.

Independent research on an advanced topic selected by the student in consultation with the coordinator of the graduate program. Techniques of business research are emphasized.

Graduate Courses in Economics (ECN)

501 Economic Concepts (5-0-5)

Prerequisites: Post-baccalaureate status.

This course is designed to cover the subject of introductory micro and macro economics. It includes selected topics of intermediate micro and macro theory.

590 Dynamics of the American Economy K-12 (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

A survey course for the non-business student designed to develop an understanding of economic concepts and policies to aid in the analysis of economic problems and policies as well as those of the individual firm, household, and industry. (This course is not creditable toward the M.B.A.).

591 Economics for Elementary and Middle Schools (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

A course designed for teachers and prospective teachers in elementary or middle schools. It includes some basic economic concepts and emphasizes methods and activities designed to integrate economics into the K-8 curriculum. (This course is not creditable toward the M.B.A.).

592 Economics for High Schools (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

A course designed for teachers and prospective teachers of economics in high school. It includes macro and micro economics and emphasizes methods and activities geared to meet the state of Georgia mandate for economics in the high schools. (This course is not creditable toward the M.B.A.).

593 Economics in American History (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

A course for teachers of American History or social studies. Includes an overview of the major historical events from an economic context. Also includes supplementary teaching activities and materials. (This course is not creditable toward the M.B.A.).

594 Personal Finance (5-0-5)

Prerequisite: Post-baccalaureate or graduate student status.

This course is designed to acquaint in-service and pre-service teachers with the major topics of personal finance that should be taught on a high school level. It will include the broad areas of money management, insurance, housing, transportation, credit, and consumer issues. (This course is not creditable toward the M.B.A.).

595 Current Issues in Economics (Variable)

Prerequisites: Post-baccalaureate or graduate student status and permission of the Director of Graduate Studies.

Consideration and analysis of relevant special problem areas in the field of economics. May be repeated for graduate credit with prior approval of the student's advisor. (This course is not creditable toward the M.B.A.).

601 Economic Topics and Issues for Management (5-0-5)

Prerequisites: Graduate student status and ECN 501 or equivalent course.

This course will provide the student with an understanding of current economic issues and their impact on managerial decision making.

695 Current Issues in Economics (Variable)

Prerequisites: Graduate student status and permission of the Director of Graduate Studies.

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration.

699 Graduate Research in Economics (Variable)

Prerequisites: Graduate student status and permission of the Director of Graduate Studies.

Independent research on an advanced topic selected by the student in consultation with the Coordinator of the graduate program. Techniques of business research are emphasized.

715 Econometrics (5-0-5)

Prerequisites: Graduate student status and ECN 601 and MGT 605 or equivalent courses.

Estimation of parameters for single-equation econometric models; tests of hypotheses and confidence regions for regression analysis; mathematical formulation and empirical testing of economic models.

Graduate Courses in Finance (FIN)

603 Managerial Finance (5-0-5)

Prerequisites: Graduate student status, ACC 502, and FIN 315, or equivalent courses.

This course is designed to give the student the basic knowledge concerning the financial function of modern organizations. Cases will be used to enable the student to apply the basic knowledge.

676 Real Estate Finance and Investment (5-0-5)

Prerequisite: FIN 315 or equivalent course and graduate student status.

Covers the necessary background and techniques for making sound decisions in real estate financing and investing. In addition, it undertakes a survey of current practices in today's real estate finance and investment markets and it includes considerations for future trends.

695 Current Issues in Finance (Variable)

Prerequisites: Graduate student status and permission of the Director of Graduate Studies.

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration.

699 Graduate Research in Finance (Variable)

Prerequisites: Graduate student status and permission of the Director of Graduate Studies.

Independent research on an advanced topic selected by the student in consultation with the Director of Graduate Studies. Techniques of business research are emphasized.

714 International Business (5-0-5)

Prerequisite: Graduate student status and permission of the Director of Graduate Studies. An examination of international economic policies and their effects upon international business, with intensive coverage of the economic environment in which the multinational firm operates. Problems of financial administration of international business, with case work on U.S. and foreign countries.

Graduate Courses in Health Services Administration (HSA)

661 Medical-Legal Problems (5-0-5)

Prerequisite: Graduate student status.

A survey of the basic principles of law as they relate to the administration of health services. Consideration is given to malpractice, legal regulation and liability of health institutions, ethical legal problems.

665 Health Care Marketing (5-0-5)

Prerequisite: Graduate student status.

This course is designed to provide the student with an understanding of the marketing process as it applies to health care institutions. Upon completion of the course, students will have sufficient background to participate in the planning, development, and implementation of a marketing program for a health institution.

695 Current Issues in Health Care (Variable)

Prerequisites: Graduate student status and permission of the Director of Graduate Studies.

A variable content course individually designed to meet the needs, interests, and professional objectives in health services administration.

699 Graduate Research in Health Care (Variable)

Prerequisites: Graduate student status and permission of the Director of Graduate Studies.

Independent research on an advanced topic selected by the student in consultation with the Director of Graduate Studies. Techniques of health care research are emphasized.

771 Hospital Organization and Institutional Planning (5-0-5)

Prerequisite: Graduate student status.

An analysis of the organization and delivery of health services within institutional settings. Emphasis is placed on structural, coordinative and environmental factors affecting the effectiveness and efficiency of health institutions.

774 Policies and Decision-Making in Health Care (5-0-5)

Prerequisite: Graduate student status.

Designed to expose the student to the health care system as a complex social political system subject to internal subsystem demands and external pressures.

799 Internship—Practicum and Research (5-15)

A research thesis is normally required.

Graduate Courses in Management (MGT)

605 Operational Planning and Data Analysis (5-0-5)

Prerequisites: Graduate student status, MAT 122/221, and MSC 322, or equivalent courses. This course will provide students with the tools to quantitatively study business problems. The students will learn to organize their thoughts such that the best available data can be used to generate optimum solutions to problems. Production management, design of experiments, and statistical quality control will be emphasized.

606 Organizational Behavior (5-0-5)

Prerequisite: Graduate student status.

This course examines the determinants and consequences of human behavior in formal organizations. Particular attention is given to

the interaction of motivation and leadership dynamics with organizational structure and to the consequent effect on organizational efficiency.

635 Ethics in Business Decision Making (2-0-2)

Prerequisites: Graduate student status. Concurrent enrollment in MGT 636 required. An analysis of the changing character of the relationships of business organizations to various constituent groups. Emphasizes the role of honesty and integrity as fundamental characteristics of these relationships.

636 Communication for Managers (3-0-3)

Prerequisites: Graduate student status. Concurrent enrollment in MGT 635 required. The course uses case analysis to emphasize current topics in business communication such as international business communication, plain language laws, graphics, and others, along with the application of persuasive strategies for use in written or oral communication. Students will have extensive practice with memo reports, correspondence, interviewing, and speaking to small groups.

695 Current Issues in Management (Variable)

Prerequisites: Graduate student status and permission of the Director of Graduate Studies. A variable content course individually designed to meet the needs, interests, and professional objectives in business administration.

699 Graduate Research in Management (Variable)

Prerequisites: Graduate student status and permission of the Director of Graduate Studies. Independent research on an advanced topic selected by the student in consultation with the Director of Graduate Studies. Techniques of business research are emphasized.

707 Organization and Management Theory (5-0-5)

Prerequisites: Graduate student status, MSC 322, and MGT 340, or equivalent courses. Examination of concepts of administrative behavior in formal organizations, systems

analysis, conceptual models, and analysis of administrative problems for a total organization point of view.

725 Strategic Management and Organizational Policy I (5-0-5)

Prerequisite: Graduate student status and completion of 30 hours of core courses. This is the first course in a two-course sequence dealing with the development of a general management approach to strategic planning and policy formulation as a system of organizational guidance and control. Comprehensive case studies of organizations in a wide variety of situations are utilized. Case studies require integration of functional areas and effective communication of analyses. A proposal for a research paper must be submitted during this course.

726 Strategic Management and Organizational Policy II (5-0-5)

Prerequisites: Graduate student status, completion of 30 hours of core courses, and MGT 725. This is the second of a two-course sequence dealing with the development of a general management approach to strategic planning and policy implementation as a system of organizational guidance and control. Comprehensive case studies of organizations in a variety of situations are utilized. Policy study of a case is required as final project. Case studies require integration of analyses. Also required is presentation of a research paper proposed in MGT 725.

Graduate Courses in Management Information Systems (MIS)

610 Information Systems Management and Applications (5-0-5)

Prerequisites: Graduate student status and MIS 210, or equivalent course. A broad examination of information systems management (development, control) and applications (hardware, software). Provides the student with an exposure to system analysis, structured design, and management of the information resource. Additionally, hardware and software concepts are explored, as

are their applications in meeting business objectives.

695 Current Issues in Management Information Systems (Variable)

Prerequisites: Graduate student status and permission of the director of the graduate program.

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration.

699 Graduate Research in Management Information Systems (Variable)

Prerequisites: Graduate student status and permission of the director of the graduate program.

Independent research on an advanced topic selected by the student in consultation with the director of the graduate program. Techniques of business research are emphasized.

Graduate Courses in Management Science (MSC)

695 Current Issues in Management Science (Variable)

Prerequisites: Graduate student status and permission of the director of the graduate program.

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration.

699 Graduate Research in Management Science (Variable)

Prerequisites: Graduate student status and permission of the director of the graduate program.

Independent research on an advanced topic selected by the student in consultation with the director of the graduate program. Techniques of business research are emphasized.

Graduate Courses in Marketing (MKT)

604 Marketing Management (5-0-5)

Prerequisites: Graduate student status, and MKT 353, or equivalent course.

Advanced study of the rationale for the marketing functions and the application of the managerial functions to marketing problems and opportunities.

695 Current Issues in Marketing (Variable)

Prerequisites: Graduate student status and permission of the Director of Graduate Studies.

A variable content course individually designed to meet the needs, interests, and professional objectives in business administration.

699 Graduate Research in Marketing (Variable)

Prerequisites: Graduate student status and permission of the Director of Graduate Studies.

Independent research on an advanced topic selected by the student in consultation with the Director of Graduate Studies. Techniques of business research are emphasized.



BUTLER HALL

School of Education

Faculty

Dean

Murphy, J.A.

Teacher Education

Professor

Barnabei, F.

Chou, F.H.

Christenberry, M.A.

Clary, L.M.

Murphy, J.A.

Smith, L.R.

Associate Professor

Blackwell, B.

Bozardt, D.A.

Frederick, D.L.

Harris, P.

Hickman, E.W.

McMillan, F.M.

Stayer, F.M.

Weber, R.L.

Assistant Professor

Glanz, N.

Health and Physical Education

Professor

Vanover, M., Chair

Associate Professor

Harrison, R.D.

Lanford, E.E.

Assistant Professor

Burau, D.W.

Fite, S.G.

Moss, L.A.

Newman, B.V.

The purpose of the School of Education is to prepare the student for leadership and service in education, the professions, and the community, and to prepare him or her to become a responsible citizen and leader in society. In fulfilling its purpose, the School strives:

- (a) to offer students a strong liberal education characteristic of all educated persons;
- (b) to develop professional educators who are knowledgeable, competent, and concerned;
- (c) to provide students with an understanding of the operational and instructional functions of the American educational systems;
- (d) to stimulate interest in social, economic, and civic responsibilities; and
- (e) to develop intellectual maturity and personal growth through continuing education.

The Department of Health and Physical Education is included in the School of Education.

The following is a list of the undergraduate degrees offered in the School of Education:

Bachelor of Arts

Major in Early Childhood and Middle Grades Education

Bachelor of Science in Education

Majors in Health and Physical Education and Special Education

Associate of Applied Science

Major in Child Development

Summary of Academic Requirements for the Bachelor of Arts Degree

	Hours
Humanities	
English 101-102 or English 111 (A grade of C or above in each course)	10
Humanities 221-222	10
Mathematics and Sciences	
Mathematics (Select one or two of the following depending on major)	5-10
Mathematics 107, 109, 115, 122, and/or 201	
Sciences	10-15
(Select one ten-hour sequence, if two of the above mathematics courses are taken. If one mathematics course is taken, select one ten-hour sequence and one additional five-hour course.)	
Biology 101-102	
Chemistry 121-122	
Chemistry 121-106	
Chemistry 105-106	
Geology 101-102	
Physical Science 101-102	
Physics 201-202	
Physics 211-212	
Social Science	
History 211 or History 212	5
Political Science 101	5
Select two five-hour courses from the following:	10
Anthropology 101 History 212	
Anthropology 201 Philosophy 101	
Economics 101 Political	
Economics 102 Science 201	
Economics 103 Political	
Economics 201 Science 204	
History 115 Psychology 101	
History 116 Sociology 101	
History 211 Sociology 202	
Sociology 221	
Core curriculum courses related to the major	30
Graduation Requirements: HUM 323	5

Major Courses (all grades must be C, or above)	*45
Minor Courses (all grades must be C, or above)	**25-30
Foreign Language, statistics and computer science, or electives depending on major	10-20
Physical Education	7
Total Hours Required	186-196

*minimum
**minimum credit required vary with minor
Free and restricted electives should be selected in consultation with the student's academic advisor.

Summary of Academic Requirements for the Bachelor of Science in Education Degree

	Hours
Humanities	
English 101-102 or English 111 (grade of C, or above in each course)	10
Humanities 221-222	10
Mathematics and Science	
Mathematics (Select one or two of the following depending on major)	5-10
Mathematics 107-115	
Sciences	10-15
(Select one ten-hour sequence, if two of the above mathematics courses are taken. If one mathematics course is taken, select one ten-hour sequence and one additional five-hour course.)	
Biology 101-102	
Chemistry 121-122	
Chemistry 121-106	
Chemistry 105-106	
Geology 101-102	
Physical Science 101-102	
Physics 201-202	
Physics 211-212	
Social Science	
History 211 or History 212	5
Political Science 101	5
Select two five-hour courses from the following:	10
Anthropology 101 Economics 103	
Anthropology 201 Economics 201	
Economics 101 History 115	

Economics 102	History 116	
History 211	Political	
History 212	Science 204	
Philosophy 101	Sociology 101	
Political	Sociology 202	
Science 201	Sociology 221	
Core Curriculum courses related to major		30
Degree Requirements: HUM 323		5
Major Courses (all grades must be C, or above)		114
Physical Education		7
Total Hours Required		216

Summary of Academic Requirements for the Bachelor of Science in Education Degree

Major in Health and Physical Education

	Hours
Humanities	
English 101-102 or English 111 (A grade of C or above in each course)	10
Humanities 221-222	10
Mathematics and Sciences:	
Mathematics (Select one or two of the following):	5-10
Mathematics 107, 109, 115, 122 and/or 201	
Natural Sciences (At least one ten-hour sequence, if two of the above Mathematics courses are taken. If one Mathematics course is taken, select one ten-hour sequence and one additional five-hour course.)	10-15
Biology 101-102	
Chemistry 121-122	
Chemistry 121-106	
Chemistry 105-106	
Geology 101-102	
Physical Science 101-102	
Physics 201-202	
Physics 211-212	
Social Sciences:	
History 211 or History 212	5
Political Science 101	5
Select two five-hour courses from the following:	10

Anthropology 101, 210	10
Economics 101, 102, 103, 201	
History 115, 116, 211, 212	
Philosophy 101	
Sociology 101, 202, 221	
Core curriculum courses related to the major:	30
SPC 101	
BIO 111	
BIO 112	
EDU 203	
EDU 205	
Any elective from Area I-III	
Degree Requirements:	
Degree Requirements:	
Humanities 323	5
Professional Education sequence	35
Major courses (All grades must be C, or above)	52
Health Education Courses	25
Health & Physical Education (Basic)	7
Total Hours Required	216

Teacher Education

Teacher Education at the college is a college-wide responsibility and function. Although the School of Education coordinates the total program, students will combine work in the School of Education with work in the various college departments depending upon their major and minor interests.

All teacher education programs at the baccalaureate, master's and specialist's levels at Augusta College are fully accredited by the National Council for the Accreditation of Teacher Education and the Georgia Department of Education. The college is a member of the American Association of Colleges for Teacher Education.

The standard four-year certificate for teaching in the state of Georgia is based on the baccalaureate degree including or supplemented by minimum professional requirements. This is referred to as the Teacher's Associate Professional Four-year (NT-4) Certificate.

To qualify for this credential, one must have completed an approved four-year curriculum designed for a specific teaching field, be recommended by the college in which the training is completed, and have passed the Georgia Teacher Certification Test in the

chosen teaching field. Students who desire to teach should begin to plan in the freshman year to complete a specific program to satisfy all requirements.

Teacher education programs at Augusta College consist of a carefully planned sequence of studies in general education, a specific teaching field area, and professional education. A student should seek the advice of his/her assigned advisor in planning and completing an individual program. The student is additionally encouraged to participate in the activities of the club of the major field and the Student Association of Educators at Augusta College.

Planned teacher education programs at Augusta College leading to the bachelor's degree are available in the following areas: art, music, elementary education (early childhood and middle grades), health and physical education, special education, and the secondary teaching fields of biology, business, chemistry, English, history, mathematics, physics, and political science.

The Bachelor of Arts degree is awarded in art and elementary education (early childhood and middle grades).

The Bachelor of Arts degree is awarded in the secondary teaching fields of English, history (social studies), and political science. The Bachelor of Science degree is awarded in biology, chemistry, mathematics, and physics. The Bachelor of Business Administration degree is awarded those planning to teach business courses. Majors in health and physical education and special education lead to the Bachelor of Science in Education degree. The Bachelor of Music degree is awarded in music.

Students who wish to qualify for the Teacher's Associate Professional Four-year (NT-4) Certificate should submit a formal application for admission to the Teacher Education Program during their sophomore year. The School of Education determines the fitness of the applicant for entering the program. Students who have been accepted for the program must submit an application for student teaching during the fall quarter of their junior year.

Students are expected to complete a "September Experience" of two weeks in a public school during late August or early September prior to Student Teaching. This experience

is designed to familiarize the student with teaching and activities associated with the opening of school.

The Georgia Teacher Certificate Test in the chosen teaching field is required for initial certification by the Georgia State Department of Education. Applications for this test are available in the School of Education.

Teacher Education Admission Requirements

(Undergraduate students are required to be admitted to this program before they enroll in courses beyond EDU 202, 205, 203, 304, 306, 330, and 333.)

1. Evidence of adequate scholastic achievement as demonstrated by an overall grade point average of 2.5 on all undergraduate courses.
2. Satisfactory completion of ENG 101 and 102 with at least a grade of C.
3. Grade of at least C in EDU 202 or 205.
4. A satisfactory disciplinary record in the college community as well as the community at large.
5. Recommendation of the applicant's advisor and EDU 202/205 instructor.
6. Satisfactory completion of Speech 101 (Grade of at least a C) and/or satisfactory completion of the Speech Adequacy Test administered in EDU 202 and 205.
7. Satisfactory completion of the Regents Testing Program.
8. Approval of the Admissions Committee.
9. Completion of all core requirements.
10. All post-baccalaureate students seeking initial certification must be admitted into teacher education. The required GPA should be 2.5. A post-baccalaureate student with a GPA of less than 2.5 will be allowed to enter on a provisional basis and will be admitted if the GPA for the first 15 hours in teacher education at Augusta College is at least 2.5 with no grade lower than C.

Student Teaching

Undergraduate students who have been admitted to the teacher education program should file for admission to student teaching during the first quarter of their junior year.

Student Teaching Admission Requirements:

1. Student must be enrolled in teacher education program.
2. Grade point average of 2.5 or better.
3. Grade of C or better in all teaching field and professional education courses.
4. Completion of all courses in the student's major.
5. Completion of all professional education courses other than the Senior Seminar.
6. Show evidence of emotional stability and lack of undesirable personal characteristics.
7. Completion of September Experience.

Post baccalaureate students will be admitted to student teaching if they have maintained a 2.5 GPA with no grade lower than a "C" after their admission to the Teacher Education program.

Renewal and Reinstatement of Teaching Certificates

Persons holding Georgia teaching certificates may renew or reinstate these certificates, whenever necessary, by earning course credit at Augusta College to fulfill State Department of Education Certification requirements. Persons desiring to do this must obtain approval for each course taken from the Certification Division of the State Department of Education.

Bachelor of Arts

Major in Elementary Education

The Elementary Education major contains two options: Early childhood education and Middle Grades education. Completion of the Early Childhood option is the basis for receiving a Georgia certificate to teach in grades K-4. Completion of the Middle Grades option is the basis for receiving a

Georgia certificate to teach in grades 4-8. All Elementary Education majors are required to take forty-five to fifty-five quarter hours in teaching field courses with a minor concentration of twenty-five or thirty hours outside of education. Students who have not earned two high school units in a given foreign language will be required to complete a minimum of ten quarter hours in a foreign language sequence.

Early Childhood Option

(All of the following courses are required.) Teaching Field courses (55 hours): EDU 471, EDU 472, MAT 425, ART 351, ENG 401, MUS 351, HPE 351, EDU 352, EDU 353, EDU 354, EDU 355.

Professional Education courses (45 hours) required courses: EDU 202, EDU 203, EDU 304, EDU 330, EDU 333, EDU 335, EDU 433, EDU 440, EDU 491.

The Early Childhood option includes a general studies minor.

Middle Grades Option

Teaching Field courses (45 hours): EDU 471*, EDU 472*, MAT 425*, EDU 352*, EDU 353*, EDU 354*, EDU 355*, ART 351, ENG 401, MUS 351, HPE 351.

Professional Education courses (50 hours): EDU 202, EDU 203, EDU 304, EDU 335, EDU 406, EDU 440, EDU 435, EDU 492.

*Required courses for Middle Grades option.

The Middle Grades option includes a second concentration which may be selected from Mathematics, Social Science, Science, Health and Physical Education, Music and Art. The second concentration may be attained through a twenty-five hour minor in a specific approved discipline or a thirty-hour general studies minor.

Bachelor's Degree in Teaching Fields

Secondary Education (7-12)

Approved programs designed to prepare teachers for grades 7-12 lead to the Bachelor of Arts or Bachelor of Science degree with majors in specific teaching areas and a minor

in secondary education. Exceptions to teaching levels include art, music, and health and physical education majors who are qualified for teaching grades 1-12. Students completing any of these programs should plan to meet departmental requirements by working closely throughout their program with both the major department and the School of Education. Completion of one of the planned programs — with the recommendation of the Dean of the School of Education — qualifies the student for a teacher's associate professional four-year certificate in Georgia.

Beginning with the sophomore year, students must work closely with the School of Education faculty in meeting prospective teacher and departmental requirements.

Major Programs

See specific, approved prospective teacher programs as applicable for the various majors. Follow approved programs only for teacher certification.

Professional Education Sequence

The following courses constitute the professional education sequence in the approved secondary programs and meet minor requirements in secondary education:

- EDU 205 Philosophical and Historical Foundations (Area IV of Core) Prerequisite: PSY 101 or permission of instructor
- EDU 306 Social and Psychological Foundations
- EDU 337 High School Curriculum (EDU 335 for fine arts and health and physical education majors)
- EDU 434 Student Teaching K-12 (for fine arts, health, and physical education majors)
- EDU 436 Secondary Student Teaching
- EDU 440 Education of Exceptional Children (a legislative requirement for all educators certified in Georgia)
- EDU 456 Secondary Materials and Methods
- EDU 458 Problems in Curriculum and Instruction

Special methods of teaching in the major field may also be included. See academic major advisor.

Major Courses

The following courses in the teaching field must be included in the degree program; consult your advisor:

Art

(Completion of program qualifies one for teaching in grades K-12)

ART 102, 103, 131, 223, 241, 361 or 362 or 363, 231, 331 or 371, 311, 312, 313, 351, 352, 498 plus 5 hours of electives. EDU 205, 306, 335, 436, 440, 456, 458.

Biology

BIO 101, 102

BIO 330, 331 and either 332 or 334 or 336
BIO 342, 401, 402, and 498

Select 3 additional upper division biology electives, 15 quarter hours

MAT 107, 115, and 221; or MAT 115, 221, and 201

CHM 121, 122

CHM 123 or 341

PCS, either 201, 202, or 203

Ten hours foreign language or MAT 221 and CSC 205 or 244

*A grade of C or better is required in all of the above biology courses.

Chemistry

CHM 121, 122, 123, 281, 341, 342, 343, 371, 381, 421, 451, 484, 485

MAT 201, 202, 221

PCS 201, 202, 203

PSC 398 (10 hours)

CSC 206

English

ENG 455, 485, 404, 406, and 494

Select two (2) of the four (4) English Literature survey courses (ENG 461, 462, 463, 464)

Select one (1) of the two (2) American Literature survey courses (chosen from ENG 421, 422, 461, 462, 463, 464)

Select two additional upper-level English courses

EDU 475

History

HIS 115, 116, 211, 212, 299, 456, 479

Select ten (10) quarter hours from four of the following areas: Europe, Far East, Latin America, United States and Africa.

Mathematics

MAT 115, 201, 202, 203, 204, 302, 303, 321, 322, 325, 381, 431, 456

Select five (5) additional approved hours of upper division mathematics courses.

PCS 211, 212 or CHM 121, 122 or BIO 101, 102

Music

(Completion of the program qualifies one for teaching in grades K-12)

MUS 105, 111, 112, 125, 126, 127, 211, 212, 312, 316, 317, 318, 321, 322, 323, 352, 371, 372, 373, 374, 375, 376, 411, 412, 416, 461, 462, 463; and a minimum of 22 hours in one of the following sequences of applied music: MUA 141-341, 142-342, 143-343, 144-344, 145-345, 146-346, 147-347, 148-348, 149-349; a senior recital, and the attainment of Applied Music Level 7.

EDU 205, 306, 335, 436, 440, 456, 458

Physical Science

PCS 211, 212, 213, or PCS 201, 202, 203
PCS 301, 302, 451, 452

Either PCS 325 or 405

Select one of the following:

PCS 304, 326, 406, 453

MAT 115, 201, 202, 203

CHM 121, 122, 123

PSC 102, 398 (8 hours)

Either CSC 206 or 205

Physics

PCS 211, 212, 213, 301, 302, 304, 325, 326, 405, 406, 451, 453

MAT 115, 201, 202, 203, 204, 302

CHM 121, 122

PSC 398 (10 hours)

CSC 206 or 211 or 205

Political Science

POL 101, 201, 202; 301, or 431; 310, 311 or 312; 401, 402, or 403; 411; 450, 425 or 426.

Select fifteen (15) additional hours of 300 or 400 level political science courses.

HIS 211, 212, 456.

Select fifteen (15) hours from SOC 101,

ECN 101, GGY 101, ANT 101, PHY 101.

Bachelor of Science in Education

Major in Health and Physical Education

A major in Health and Physical Education leads to a Bachelor of Science in Education degree.

The Health and Physical Education major leads to a professional certificate to teach at all levels K-12.

(1) Professional Education Sequence:

The following courses constitute the professional education sequence in the approved Health and Physical Education Major requirements.

EDU 203 (Human Development in the Educative Process) Prerequisite: PSY 101 or permission of instructor.

EDU 205 (Foundations and Educational Psychology) (Area IV of Core) Prerequisite: PSY 101 or permission of instructor.

EDU 306 (Strategies for Individualizing Instruction)

EDU 335 (Elementary School Curriculum — ECE, MG) Prerequisite: EDU 304, admission to Teacher Education, or permission of instructor.

EDU 434 (Student Teaching)

EDU 493 Seminar in Education (K-12) Scheduled concurrently with EDU 434. Current literature, exploration and clarification of questions important to the teacher of students.

EDU 440 (Education of Exceptional Children) Prerequisite: EDU 205 or EDU 202, 302, and 304.

(2) Requirements for a major: In addition to the college core requirements, the health and physical education major should take HED 300, 325, 375, 400, 450; HPE 330, 350, 351, 352, 365, 366, 383, 400, 435, 480, 488, 492.

(3) Requirements for a minor: A minor in Health and Physical Education will consist of completion of a minimum of twenty-five credit hours of upper division HPE courses. Various minors are offered. The chairman of the Department of Physical Education must approve the selection of HPE courses.

Major in Special Education

A major in special education leads to a Bachelor of Science in Education degree.

The special education major leads to a professional certificate to teach the retarded child at all levels—K-12. In addition to work specifically pertaining to mental retardation, there are many supporting courses found in the elementary curriculum. It is imperative that the teacher of the retarded be very familiar with the child of average intellectual ability as well as the mentally retarded child, in order that comparisons and adaptations of methods be made.

Requirements for the major: In addition to the college core requirements, the special education major should take EDU 202, 203, 304, 335, 343, 352, 355, 434, 438, 439, 440, 461, 462, 471, 472, 493, ART 351, or MUS 351 or HPE 488, and five quarter hours selected from EDU 330, 353, 354, 404, 495, MAT 425, HPE 351, ART 351, MUS 351, HPE 488, PSY 337.

Associate of Applied Science Degree

Concentration in Education In Cooperation with Augusta Technical Institute

The degree is awarded after a student has completed the program at Augusta Technical Institute and the program at Augusta College as specified by each institution. A student should seek admission to both programs after consulting with the advisors and catalogs of each institution. The degree will be awarded upon completion of both programs.

Child Development	Hours
ENG 101, 102	10
POL 101	5
HIS 211 or 212	5
MAT 107 or 115	5
PSY 101	5
SOC 101	5
SPC 101	5
EDU 202	5
PED (including PED 191)	4
Total Hours	49

Master of Education Degree Program

An Overview

Items to be submitted by master's degree applicants:

1. Application for graduate study.
2. Fee of \$10.00 check or money order (not required if previously admitted to Augusta College as a post-baccalaureate student).
3. Two transcripts from each institution attended.
4. Official scores on the Common Examinations (WCET) for the form of the NTE in use prior to fall, 1982, the GRE General (Aptitude) test, or the Miller Analogies Test (MAT).

Admission Criteria for Master's Degree Programs

Regular Admission

For regular admission an applicant must present (1) a 2.5 on a 4.0 scale grade point average for all undergraduate work attempted and (2) an acceptable score on the General (Aptitude) Test of the Graduate Record Examinations, or the Miller Analogies Test. Applicants must hold an undergraduate degree from a regionally accredited college or university. For admission to some graduate majors, applicants must hold an undergraduate degree with a major in, or prerequisites for, the planned graduate field of study.

Provisional Admission

Applicants who do not have an acceptable undergraduate grade point average and/or do not have acceptable test scores may be considered for provisional admission. Provisional students will be required to complete 15 hours of graduate work at Augusta College with no grade of less than "B" to obtain regular admission status.

Minimum Requirements for Master's Degree Completion

A student must earn an overall grade point average of not less than 3.0 (B) on all graduate work attempted at Augusta College.

A minimum of 60 quarter hours of course work is required.

A student must take a minimum of 45 of the minimum required 60 quarter hours at Augusta College.

All work must be completed within a six-year period.

Research Requirement

All master's degree students are required to take an approved course in educational research.

Master of Education

The Master of Education program is designed for the teacher whose objective is to become a master teacher possessing the competencies and attributes needed to carry out responsibilities to the students in the classroom and meet the obligations of effective professional performances. In completing degree requirements, the student will demonstrate the ability to plan, conduct, and report on original and creative work related to the field of study. Primary emphasis is placed upon development of a background of professional training rather than experience in pure research.

Major programs may be chosen from administration and supervision, elementary education (options in early childhood education and middle grades), health and physical education, secondary education (concentrations in English, mathematics and social sciences), and special education (concentrations in mental retardation, behavior disorders, and interrelated). Each candidate for the Master of Education degree must pass a comprehensive examination in the area of specialization.

Admission to Candidacy (M.Ed.)

Specific requirements for admission to candidacy for the Master of Education degree are as follows:

1. Certification by the Dean of the School of Education that the student is eligible for the Georgia T-4 Certificate or equivalent. (Students who are not seeking certification must file a statement of intent with the application for admission to candidacy.)
2. Certification by the student's advisor that the student has demonstrated an aptitude for work in the field of his or her choice and has the ability to do acceptable work.
3. Submission of a program of study that has the approval of the student's advisor(s) and the Dean of the School of Education.

Major in Administration and Supervision

The Master of Education degree with a major in administration and supervision requires the satisfactory completion of 60 quarter hours of graduate courses. A program must be planned with the selection of courses being made in consultation with an advisor in the School of Education. Courses directly related to the area are:

Professional Education Courses — 20 hours

- | | |
|---------|---------------------------------|
| EDU 602 | Foundations of Education |
| EDU 604 | Tests and Measurements |
| EDU 614 | Advanced Educational Psychology |
| EDU 637 | Advanced Curriculum Development |

Research — 5 hours

- | | |
|---------|---|
| EDU 658 | Techniques of Research and Instruction or |
| EDU 700 | Methods of Educational Research |

Area of Concentration — 25 hours

- | | |
|---------|--------------------------------------|
| EDU 713 | Introduction to Supervision |
| EDU 714 | Instructional Supervision |
| EDU 741 | Fundamentals of Administration |
| EDU 742 | Educational Business Administration |
| EDU 743 | School Law |
| EDU 744 | Educational Personnel Administration |

- EDU 745 Public School Finance
- EDU 797 Internship in Administration

Electives — 10 hours (Prior approval of advisor is required)

Major in Elementary Education

(Options in Early Childhood and Middle Grades)

The Master of Education degree in elementary education requires the satisfactory completion of a minimum of 60 quarter hours of graduate work. A program must be planned with selection of courses in an option of early childhood education or middle grades in consultation with an advisor in the appropriate area. EDU 640 is required unless a similar course has been completed at the undergraduate level. Courses marked with single asterisks are required of all degree candidates.

Professional Education Courses — 15-20 hours

- EDU 602 Foundations of Education (Historical, philosophical, and sociological)
- EDU 603 Development of Young Children ECE
- EDU 614 Advanced Educational Psychology
- EDU 635 Principles of Curriculum Development (ECE, MG)

Research - 5 hours

- EDU 700 Methods of Educational Research
- EDU 705 Statistical Methods in Education

Area of Concentration - 25 hours

ECE and MG options

- EDU 625 Teaching Mathematics (ECE, MG)
- EDU 652 Development of Language and Communication Skills
- EDU 653 Teaching Science (ECE, MG)
- EDU 654 Teaching Social Studies (ECE, MG)
- EDU 671 Teaching of Reading (ECE, MG)
- EDU 672 Diagnosis and Correction of Reading Difficulties

- EDU 673 Materials and Methods in Reading
- EDU 674 Developing and Guiding Reading Programs
- EDU 675 Reading in the Content Areas
- EDU 694 Instructional Strategies
- EDU 799 Applied Project in Education

A reading course appropriate to the student's preparation and career goals is required. In addition, whenever appropriate courses are available from disciplines other than Education, a student is encouraged to choose 10 hours of electives from those disciplines.

Electives — 5-10 hours

- EDU 604 Tests and Measurements
- EDU 605 Instructional Media
- EDU 606 The Middle School
- EDU 620 Fundamentals of Guidance
- EDU 640 Education of Exceptional Children
- EDU 651 Problems in Education
- EDU 660 Characteristics of the Gifted
- EDU 661 Methods & Materials for Teaching the Gifted
- EDU 691 Seminar in Elementary Education
- EDU 735 Practicum in Education

A student must provide evidence of eligibility for the NT-4 certificate in elementary education (early childhood education and/or middle grades) prior to admission to candidacy. If this program constitutes a new teaching field, the candidate must also complete all required courses for the NT-4 certificate.

A Master of Education degree in school counseling has been developed and was under consideration for approval by the University System Board of Regents at the time this catalog went to press. For additional information call (404) 737-1496.

Major in Special Education

Concentration in Mental Retardation

The Master of Education degree in special education requires the satisfactory completion of a minimum of 60 quarter hours of graduate work.

The student who has an undergraduate degree with a major in special education (MR) has no deficiencies to make up. His or her course work is built around the following graduate courses, required for all who obtain the master's in special education with a concentration in the area of the mentally retarded. Courses directly related to the area are:

**Professional Education Courses
including Area of Concentration - 55
hours**

- EDU 590 Guidance for Exceptional Children and Youth
- EDU 591 Development of Curricula for Exceptional Children
- EDU 592 Language Arts for Exceptional Children
- EDU 604 Tests and Measurements
- EDU 650 Problems in Mental Retardation and Cultural Deprivation
- EDU 690 Readings and Research in Education of Exceptional Children and Youth
- EDU 721 Biological and Cultural Aspects of Mental Retardation
- EDU 722 Diagnostic and Prescriptive Teaching of Exceptional Children
- EDU 737 Practicum with Exceptional Learners: MR
- PSY 668 Behavior Modification in the Classroom

Research — 5 hours

- EDU 700 Methods of Educational Research

Electives — 5 hours (must be approved in advance)

A student must provide evidence of eligibility for the NT-4 certificate prior to admission to candidacy. If this program constitutes a new teaching field, the candidate must also take Education of Exceptional Children (EDU 440, 640) and Introduction to Mental Retardation (EDU 461). For those interested in the area of retardation and having no intent of teaching, a waiver may be signed concerning certification.

Concentration in Behavior Disorders

The Master of Education degree, with a concentration in behavior disorders, requires a minimum of sixty quarter hours of graduate work. A program must be planned with the final course selections made in consultation with an advisor in the School of Education. A student must show evidence of eligibility for the NT-4 certificate prior to admission to candidacy. **In addition to the following courses, Teaching of Reading, Education of Exceptional Children, and Management of Exceptional Children are required for teacher certification and will be added to the program of study if the student has not previously completed them at the graduate or undergraduate level. If the student is not currently certified in an area of special education, EDU 682 is also required.**

Professional Education Courses—5 hours

- EDU 614 Advanced Educational Psychology or
- EDU 604 Tests and Measurements

Program and Problems of the School—10 hours

- EDU 685 Curriculum and Methods—Behavior Disorders
- EDU 616 Teacher-Student Relations

Area of Concentration—25 hours

- EDU 617 Psychology of Children and Adolescents with Behavior Disorders
- EDU 684 Characteristics of Behavior-Disordered Children and Youth
- EDU 722 Educational Assessment of the Learner
- EDU 737 Practicum in Behavioral Disorders I
- EDU 737 Practicum in Behavioral Disorders II

Research—5 hours

- EDU 658 Techniques of Research and Instruction or
- EDU 700 Methods of Educational Research

Electives—15 hours

- EDU 590 Guidance for Exceptional children
- EDU 603 Development of Young Children

- EDU 682 Methods and Materials for Teaching Children and Youth with Learning Disabilities
- EDU 639 Advanced Behavior Management
- EDU 687 Trends and Issues in Special Education
- EDU 652 Development of Language and Communication Skills
- EDU 694 Instructional Strategies—Computers
- EDU 662 Creative Thinking and Problem Solving
- EDU 672 Diagnosis and Correction of Reading Problems

Concentration in Interrelated

For certification in interrelated, the course requirements of the concentration must include a 15 hour sequence in **one** area of special education which the student does not have and 10 hours in a **second** area of special education which supports or adds another area.

Certification in Behavior Disorders

Certification as a teacher of behaviorally disordered children requires a total of 20 quarter hours which include Characteristics of Behaviorally Disordered Children and Youth (EDU 684), Methods and Materials for Children and Youth with Behavior Disorders (EDU 685), and Practicum with Exceptional Learners: BD (EDU 737).

Major in Secondary Education

The Master of Education degree in secondary education requires the satisfactory completion of a minimum of 60 to 65 quarter hours of graduate work. A total of 40 of these hours is under the advisorship of the department of the field of concentration (either English, mathematics, or social studies). A program of study must be planned with the selection of courses being made in consultation with an advisor in the department of the field of concentration and an advisor in the School of Education. A course in the Education of

Exceptional Children also is required unless a similar course has been completed at the undergraduate level.

Professional Education (25 hours)

I. Required

- EDU 614 Advanced Educational Psychology..... 5 hrs.
- EDU 658 Techniques of Research & Instruction OR
- EDU 705 Statistical methods in Education 5 hrs.
- EDU 637 Advanced Curriculum Development 5 hrs.

II. Education Electives (10 to 15 hours subject to Education advisor approval)

Teaching Field — 40 hours

English:

Courses are required in modern grammatical systems (ENG 620) and in each of the following fields: (A) American literature, (B) English literature, (C) genre or world literature, and (D) research. In addition, courses in literary criticism (ENG 605), history of the English language (ENG 625), introduction to linguistics (ENG 615), and teaching high school English (ENG 610 will be required if they have not been taken at the undergraduate level. Other courses may be elected if needed to make up a total of 40 hours in English.

Mathematics

I. Required

- MAT 611 Foundations of Mathematics 5 hrs.
- MAT 621 Abstract Algebra..... 5 hrs.

II. Required if no credit was earned in the area as an undergraduate.

- MAT 401 Mathematical Analysis I 5 hrs.
- MAT 431 Modern Geometry 5 hrs.
- MAT 441 History of Mathematics 5 hrs.
- MAT 625 Mathematical Statistics..... 5 hrs.
- CSC 605 Problem Solving & Programming I 5 hrs.

III. Electives which may include the following

MAT 402	Mathematical Analysis II	5 hrs.
MAT 435	Numerical Analysis	5 hrs.
MAT 451	Complex Variables	5 hrs.
MAT 481	General Topology	5 hrs.
MAT 622	Abstract Algebra	5 hrs.
MAT 628	Linear Algebra	5 hrs.
MAT 631	Advanced Number Theory	5 hrs.
MAT 636	Mathematics Curriculum	5 hrs.
MAT 646	Strategies for Teaching Mathematics	5 hrs.
MAT 656	Research topics on Mathematics Education	5 hrs.
MAT 671	Combinatorial Mathematics	5 hrs.
MAT 675	Introduction to the theory of Graphs	5 hrs.
CSC 606	Problem Solving & Programming II	5 hrs.
CSC 625	Computers and Teaching	5 hrs.

Social Sciences:

The disciplines involved include economics, history, philosophy, political science, psychology, and sociology. The program is designed to be as flexible as possible, so long as ten hours of history and ten hours of political science are included. A student might take as many as thirty hours in a field such as history or political science with the remaining ten hours in the other field, or he or she may select ten hours from each of four fields. These examples represent the extremes with many variations being possible.

Students must provide evidence of their eligibility for the NT-4 certificates in the proposed teaching field of study prior to admission to candidacy. If this program constitutes a new teaching field, the candidate must also complete all required courses for the NT-4 certificate.

Concentration in Health and Physical Education

The Master of Education degree with a concentration in health and physical education requires the satisfactory completion of 60

quarter hours of graduate courses. A program must be planned with an advisor in the Department of Health and Physical Education. Courses directly related in the area are as follows:

Professional Educational Courses — 10 hours

EDU 614	Advanced Educational Psychology	(4-2-5)
EDU 635	Principles of Curriculum Development	(4-2-5)

Content — 25 hours

*Note: A minimum of 10 quarter hours in Health Education must be completed in this area.

HED 525	Consumer Health	(4-2-5)
HED 650	Seminar in Alcohol and Drug Education	(4-2-5)
HED 675	Seminar in Contemporary Health Problems	(4-2-5)
HED 694	Instructional Strategies (Select Field)	(V-V-5)
HED 735	Practicum in Health	(VAR)
HPE 630	Issues in Physical Education and Athletics	(4-2-5)
HPE 644	Organization and Administration in Physical Education and Athletics	(4-2-5)
HPE 649	Legal Aspects of Physical Education and Athletics	(4-2-5)
HPE 653	Physical Education in the Schools	(4-2-5)
HPE 670	Biomechanics	(4-2-5)
HPE 792	Advance Exercise Physiology	(4-2-5)
HPE 694	Instructional Strategies (Select Field)	(V-V-5)
HPE 695	Selected Topics	(VAR)

Electives — 15 hours

HPE 700	Curriculum Development in Physical Education	(4-2-5)
HPE 740	Kinesiology	(4-2-5)
HPE 788	Adapted Physical Education	(4-2-5)
HPE 783	Measurement and Evaluation in Physical Education	(4-2-5)
HPE 735	Practicum in Physical Education	(V-V-5)

*Note: The above electives are from the major field. The student may elect to take any electives from any

department of Augusta College with the approval of his/her advisor.

Research — 10 hours

- EDU 658 Techniques of Research and Instruction (V-V-5)
or
EDU 700 Methods of Educational Research (4-2-5)
HPE 799 Applied Project in Health and Physical Education (VAR)

Endorsement in Gifted Education

Certification as teacher of gifted children requires 15 quarter hours of graduate work. Students take Tests and Measurements (EDU 604), Characteristics of the Gifted (EDU 660), and Methods and Materials for Teaching the Gifted (EDU 661).

Endorsement in Supervision of Student Teachers

Certification in Supervision of Student Teachers requires 15 quarter hours of graduate work. Students take Fundamentals in the Supervision of Student Teaching (EDU 710), Assessment of Student/Beginning Teacher Experience (EDU 711), and Problems in the Supervision of Student Teaching (EDU 712).

Supplemental Certification in Instructional Supervision

Certification in Instructional Supervision requires 15 quarter hours of graduate work. Students take Introduction to Supervision (EDU 713), Supervision of Instruction (EDU 714), and Practicum in Supervision (EDU 715).

The Area Teacher Education Service (ATES)

The Area Teacher Education Service (ATES)

Persons wishing to take ATES courses should apply for admission to the college prior to

the deadline for admission or have been formerly admitted and be in good standing. The college makes no prior commitment that courses taken in the ATES program will apply toward a degree. However, courses successfully completed in ATES may be applied toward a degree provided: (1) appropriate graduate admission is held at the time of enrollment in the course(s); (2) the student has cleared all plans with his/her advisor and received approval to include the course in a planned program of study.

Course credit to be applied toward a degree at Augusta College must be taken under the provisions outlined under **Graduate Admission**. A maximum of fifteen quarter hours of ATES credit may be applied toward a master's degree at the college. Students desiring degree credit should obtain approval of their advisor and register for ATES courses which are cross-listed by Augusta College or submit course substitutions requests for other ATES courses.

Specialist in Education (Ed.S.) Degree Program

An Overview

The following information pertains to applicants for the Specialist in Education (Ed.S.) degree program.

Items to be submitted by Ed.S. degree program applicants:

1. Application for Graduate Study.
2. Fee of \$10.00 (check or money order).
3. Two official transcripts for each institution attended.
4. Official scores on the Graduate Record Examinations General (Aptitude) Test; the Common Examinations (WCET) of the form of the National Teacher Examinations in use prior to fall, 1982, AND an NTE Area Examination; OR the Miller Analogies Test.

Admission Criteria for Ed.S. Degree Programs

Admission to the Specialist in Education degree program is based upon the following

criteria: (1) the applicant must hold a master's degree in the intended area of concentration or have sufficient graduate preparation for the intended specialization from a regionally accredited graduate institution. (2) The applicant must have earned not less than a 3.25 grade point average in all graduate work attempted. (3) The minimum test scores are: 900 (verbal plus quantitative) on the GRE General Aptitude Test; an NTE Area Examination score at or above the 53rd percentile; and 48 on the Miller Analogies Test. The scores must not be more than five years old.

Admission Appeal

Applicants who are denied admission to the Specialist in Education degree program may appeal their denial. Information regarding appeals should be directed to the Dean of the School of Education.

Minimum Requirements for Ed.S. Degree Completion

Only courses taken after full admission to the Specialist in Education degree program may be used to fulfill program/course requirements for the Specialist in Education degree.

A student must earn an overall grade point average of not less than 3.0 (B) in all graduate work attempted.

A student must have taken a minimum of forty-five (45) quarter hours of course work in the Specialist in Education degree program at Augusta College. All requirements for the Specialist in Education degree must be completed within six years, beginning with the first registration for courses on the student's program of study.

The School of Education reserves the right to add additional requirements for the Specialist in Education degree.

Specialist in Education

The Specialist in Education degree is a self-contained degree program. It provides advanced study for those preparing for positions which call for a higher level of competence and specialization than that of the master's

degree, but without the heavy emphasis on research of the doctor's degree.

The goal of the program is to add depth and breadth to the skills and knowledge focused upon in the student's Master of Education program. The objectives of this further study are to provide the student with opportunities to become more proficient in teaching strategies, program development, leadership roles, scholarly investigation, and academic area.

The School of Education offers a program of study for the Specialist in Education degree with majors in early childhood education; middle grades education; reading education; secondary education with teaching fields in English, mathematics, and social sciences; special education; and administration and supervision.

To be eligible for six-year certification, the student must have three years of acceptable school experience.

The program of study will be designed by the major professor with the advice and approval of the student's advisory committee. The program will consist of a minimum of 45 quarter hours of study at the graduate level beyond the master's degree. Each student's program will be planned in such a way that the master's program and the specialist in education program together will satisfy the following minimum requirements:

Area "A" - Psychological and/or Sociological Foundations (minimum of 10 quarter hours)

Area "B" - Curriculum, Methods of Problems of Teaching (minimum of 15 quarter hours)

Area "C" - Subject matter or content (minimum of 50 quarter hours)

Area "D" - Research (minimum of 10 quarter hours)

In order for graduate work taken after January 1, 1977, to be eligible for inclusion in a program of study, it must have been taken after the student's admission as a prospective candidate for the Specialist in Education degree. The work earned in non-degree study categories such as post-baccalaureate or post-graduate may not be applied to programs of study leading to the Specialist in Education degree.

Appeals

Students denied admission to the Ed.S. program may submit a written request to the Dean of the School of Education for review of their application by the Specialist in Education appeals committee. The committee will require the appealing student to submit additional evidence to include satisfactory completion of a comprehensive written exam. Additional evidence may be submitted by the student and the institution and could include scores on other standardized tests and records of exemplary academic and professional achievement.

Advisement

Upon admission to graduate study for the Specialist in Education degree, a student's advisory committee will be assigned. The committee shall consist of the student's major professor assigned by the Dean of the School of Education and two other faculty members selected by the student in consultation with the major professor.

The major professor, with the advice and approval of the student's advisory committee, shall plan the program with due regard to the data available from a diagnostic appraisal of the student's strengths and weaknesses in the area of specialized preparation. The diagnostic appraisals of educational needs will be based on analyses of records of the student's preparation and experience, results of routine and special examinations, and interview data. The advisory committee may require the student to undergo such additional examinations and appraisals and to furnish such additional data relative to his/her competence as may seem appropriate in each case.

Admission to Candidacy

Upon completion of twenty to twenty-five hours of credit earned, it is the responsibility of the student to see that an application for admission to candidacy is filed with the Dean of the School of Education. This application is a certification by the Student's major professor and the advisory committee that the student has demonstrated the ability to do

acceptable graduate work in the chosen field and has made normal progress toward the degree. The specific requirements for admission to candidacy are listed below:

- a. Certification by the Dean of the School of Education that the student is eligible for the appropriate Georgia T-5 certificate or equivalent. (Students who are not seeking certification must file a statement of intent with the application for admission to candidacy.)
- b. All requirements set as a condition to admission have been completed.
- c. The program of study has been approved by the major professor, the student's advisory committee, the Dean of the School of Education and filed in the Office of the Registrar.
- d. An average of 3.0 (B) has been maintained in all graduate courses taken and in all completed courses in the program of study (no course with a grade below "C" can be accepted in the program of study).

Required Hours

The Specialist in Education degree requires a minimum of forty-five quarter credit hours of graduate level study beyond the master's degree. The graduate course work used to fulfill this degree requirement must conform to an approved program of study developed in consultation with the student's major professor and with the advice and approval of the student's advisory committee.

Students must be enrolled in a minimum of ten quarter hours each quarter for three consecutive quarters. Full-time employment in a school or college can be used in lieu of five of these quarter hours each quarter.

Residence

If graduate work earned at an accredited institution constitutes a logical part of the student's program, transfer credit may be allowed if recommended by the student's major professor, the student's advisory committee and the Dean of the School of Education. Normally, such transfer of credit cannot exceed ten quarter hours and cannot reduce the residence requirement to less than

twenty-five hours. The courses to be transferred may not have been used as part of the requirements for another degree. No grade below 3.0 (B) may be transferred. All requests for transfer credit, with accompanying official transcripts, must be filed in the Office of the Registrar at least 30 calendar days prior to the time the student plans to graduate.

Time

All requirements for the Specialist in Education degree must be completed within six years, beginning with the first registration for courses in the student's program of study.

University of Georgia/ Augusta College Cooperative Degree Programs in Vocational Education

An Overview

Vocational education is a major educational thrust in the Augusta College service area. The University of Georgia and Augusta College have entered into a cooperative agreement to offer both the Master's and Specialist's degrees in vocational education. Students majoring in vocational education leadership, agriculture education, business education, health occupations education (master's only), home economics education, industrial arts education, and distributive education as well as trade and industrial education may earn University of Georgia graduate degrees on the Augusta College campus. A brief review of the program designs and requirements follows.

Admission of Students

All students who register for this program must apply to the Graduate School of the University of Georgia for admission in the same manner as other graduate students and be accepted before enrolling for course work. Application for admission to the Graduate School must be received in the Graduate Ad-

missions Office at least thirty (30) days prior to registration.

Programs of Study

Students must plan a program of study for either the Master of Education or the Specialist in Education degree with the assistance/approval of a University of Georgia faculty advisor and obtain the advisor's approval of courses prior to registration. Resident credit will be granted only to courses included in programs leading to the Master of Education degree or the Specialist in Education degree in the fields of vocational education listed above.

Faculty

As a rule, all instruction for resident credit shall be provided by regular appointed faculty of the University of Georgia or full time Augusta College faculty. Whenever needed to meet scheduling demands, the appointment of non-University faculty to teach graduate courses for resident credit shall follow a process similar to that used for actual employment by the University of Georgia.

Course Listings and Credit

The University of Georgia course offerings may be cross-listed with Augusta College. Augusta College course offerings may be cross-listed with the University of Georgia and with prior approval of program advisor may be applied to M.Ed. and Ed.S. degree programs. As much as 20 Augusta College credit hours may be applied to the M.Ed. degree program and as much as 15 Augusta College credit hours may be applied to the Ed.S. degree program from the University.

Degrees earned under this agreement will be awarded by the University of Georgia. Brief descriptions of these co-operative degree programs appear below. Additional information may be obtained from:

The Division of Vocational Education
628 Aderhold Hall
College of Education
The University of Georgia
Athens, GA 30602

Degree Programs

Master's Degree Programs

The Master's Degree (M.Ed.) program in vocational education at the University of Georgia requires fifty-five (55) quarter hours under Plan A and sixty (60) quarter hours under Plan B. Graduates of these programs receive an M.Ed. degree and are eligible for VE-5 or T-5 Certificates in the appropriate teaching field.

Plan A programs include fifty-five (55) quarter hours divided into four areas of study:

- (a) Psychological and sociological foundations, 5 to 10 hours;
- (b) Curriculum and methods, 10 to 15 hours;
- (c) Content, 25 to 30 hours; and
- (d) Research, 10 hours.

Plan B programs include sixty (60) quarter hours divided into four areas of study:

- (a) Psychological and sociological foundations, 5 to 10 hours;
- (b) Curriculum and methods, 5 to 10 hours;
- (c) Content, 25 hours; and
- (d) Research, 5 hours.

Specialist in Education Degree Programs

The Specialist in Education Degree (Ed.S.) in vocational education or one of the instructional fields in that division, consists of a minimum of forty-five (45) quarter hours of planned study beyond the Master's Degree. Students completing one of these programs will be recommended for VE-6 or T-6 certificates in the appropriate teaching field provided they have previously been issued a comparable certificate at the 5 year level. If credit for a 765 applied research project was not included in the M.Ed. degree program, this course must be included in the Ed.S. degree program of study.

Doctor of Education

The University of Georgia offers the Doctor of Education with a major in Adult Education in the Augusta area. Augusta College cooperates in this undertaking. Please contact the Office of the Augusta College Dean of Education for additional information.

Georgia State University/ Augusta College Cooperative Doctor of Philosophy in Educational Leadership Degree Program

An Overview

This program allows a selected group of CSRA students to participate in a cycle of courses at Augusta College. The Ph.D. program with a major in Educational Administration and Supervision in designed to prepare educational leaders for administration and supervision in many types of educational institutions in the larger urban environment. Students in the program are currently holding or anticipate filling leadership positions in public or non-public elementary or secondary schools and in area or central offices. In addition, students may pursue a program in higher education with interests in academic administration, student development services, allied health administration, junior colleges, universities, or other post-secondary educational institutions. Professional training provided by the College of Education is supported through interdisciplinary study. Individualized programs include coursework from several departments within the College of Education and other colleges of the University.

Admission Procedures

Refer to the "Graduate Admissions" section of the current College and Education Graduate Bulletin of Georgia State University for College-wide admission policies and application procedures. In addition to the general admission requirements students applying for the Ph.D. in the Department of Educational Administration will be admitted on the basis of faculty review of the following four criteria: (1) standardized test scores, (2) academic achievements, (3) professional background, and (4) professional promise.

Newly admitted students in the Department of Educational Administration are required to complete a 30-hour residency

sequence during the first full academic year of their program. Students who apply and are accepted prior to the beginning of the fall quarter residency sequence are advised to contact their temporary advisor to discuss course work which may be taken before beginning the residency requirements outlined below.

Questions or requests for further information pertaining to the admission process should be directed to the Department of Education Administration, GSU.

Requirements for Degree Completion

Refer to the "Doctor of Philosophy Degree" section of the current College of Education Graduate Bulletin for Collegewide degree completion requirements. In addition to College-wide residency requirements, newly admitted students in the Department of Educational Administration are required to complete the following sequence during the first full academic year of their program:

Fall Quarter:	EAS 900 and one other EAS course
Winter Quarter:	EAS 997R (Residency Seminar) and one other course
Spring quarter	EAS 997I (Issues Seminar) and one other EAS course

In addition to the above residency sequence, students are required to participate in other non-credit enrichment activities as outlined by a faculty advisor. Completion of these requirements will satisfy the student's residency requirement as mandated by the College of Education.

Upon completion of the above residency sequence, students should select their major advisor/chairman for their Doctoral Advisory Committee, and with the assistance of their major advisor should also select the remaining members of their committee. The Department of Educational Administration requires that the Advisory Committee consist of no fewer than three members. A student may elect to have more than three members. The Advisory Committee shall consist of: (1) the major advisor from the Department of Educational Administration, (2) one other

member from within the Department of Educational Administration, and (3) at least one member from a discipline/academic area outside the College of Education. Details outlining College of Education requirements for the Doctoral Advisory Committee can be found in the current "Guide for Doctoral Students" and the College of Education Graduate Bulletin.

After selection of the Advisory Committee, students are encouraged to plan their program of study which should include a minimum of 45 hours of doctoral level course work. Students will also be encouraged to include doctoral level courses in their cognate area, where possible.

Program planning forms, completion of residency forms, advisory committee forms, and doctoral student guidebooks are available in the department upon request.

Comprehensive Examinations

Students in the Department of Educational Administration are eligible to take the comprehensive examination when they are within 20 hours of completing their Planned Program of Studies (excluding dissertation, EAS 999, credit). A letter of intent to take the examination must be filed with the Department Chairman six weeks prior to the examination.

The comprehensive examination is administered twice each year. The examination is administered from 9 a.m. to 1 p.m. Wednesday, Thursday, and Friday of the first full week of May and November.

Students failing any part of the examination may petition the department for re-examination over the failed portion. Failure on a re-examination constitutes students' termination from the Ph.D. program. Examinations are graded on a pass/fail basis and students are notified by their advisor with official notification by letter from the Department Chairman.

The examination is administered in three distinct areas. These areas are:

1. General Administration
2. Educational Foundations and Research
3. Specialization in Administration

1. General Administration. This area of the examination will be designed to cover

common understandings from the fields of examination and supervision. Students select and respond to two questions out of the three choices presented. This area of the examination is four hours in length. It is administered on Wednesday from 9 a.m. - 1 p.m.

2. Educational Foundations and Research. This area of the examination has two subdivisions. The foundations subdivision is designed to cover the fields of educational anthropology, curriculum, history, philosophy, politics, psychology, and sociology. The research subdivision is designed to cover research design, methodology, statistics, instrumentation, and evaluation. For each subdivision, the student responds to one question out of two prepared for that subdivision. This area of the examination is four hours in length and is administered on Thursday from 9 a.m. - 1 p.m.

3. Specialization in Administration. This area of the examination is specifically prepared for each student. One month prior to the administration of the examination, the students must submit to their advisor a bibliography and at least six questions designed to cover the area of special focus in their program. These questions should take advantage of the specialized knowledge reflected in the cognate areas and the major concentrations of students' planned programs. The bibliography and questions will assist the Department in designing appropriate questions for the examination. Students select and respond to two questions from the three choices presented. This area of the examination is four hours in length. It is administered on Friday from 9 a.m. - 1 p.m.

Candidacy

Students will be recommended to candidacy by their doctoral committees. Completion of appropriate course work, preliminary examinations, and acceptance of a prospectus must precede a recommendation to degree candidacy.

Dissertation and Final Dissertation Defence

Information relating to the completion of the dissertation and the final dissertation defense is available in the College of Education Graduate Bulletin and the current "Guide for Doctoral Students." Specific questions should be directed to the advisory committee chairman or other committee members. A booklet outlining instructions for preparing the dissertation is available in the department upon request.

Degree Completion and Graduation

All degree requirements must be completed within seven calendar years from the date of admission to doctoral study at Georgia State University. After admission to candidacy the student must complete all remaining degree requirements within two calendar years. Should either of these time limits expire, the student is no longer a degree candidate.

A degree candidate must be enrolled for a minimum of five quarter hours of credit during the quarter of degree completion. Graduate degree candidates must file a graduation application by the last day of classes two quarters prior to the quarter of graduation. Applications for graduation are available in the Office of Academic Assistance. A completed application must be submitted to Student Accounts, Room 100, Sparks Hall, when graduation fees are paid.

A final Doctoral Program of Study form and any Change in Doctoral Program form(s) must be on file in the Office of Academic Assistance the quarter of graduation. Students are also urged to contact a graduate counselor in the Office of Academic Assistance to insure that all required doctoral forms have been completed and are on file.

Faculty

As a rule, all instruction for resident credit shall be provided by regular appointed faculty of Georgia State University or full-time Augusta College faculty.

Course Descriptions

After each course title there are three numbers in parentheses. The first number listed is the number of hours of lecture; the second, the number of hours of laboratory and the third, the number of credit hours the course carries. Where lecture, laboratory, and credit hours are not fixed, such as in "Selected Topics," the word "Variable" or the letter "V" will be used instead of numbers.

All 400-level courses marked with an asterisk (*) may be taken for graduate credit within the prescribed limits and with the advisor's approval. Additionally, in order for 490, Cullum Lecture Series, to be graduate creditable, the graduate student must have registered for it in the discipline in which the degree is being sought.

Special information concerning the quarter that a course is to be offered is included with the description of each course. The college reserves the right to make changes in the course schedule and to cancel any section where enrollment is considered insufficient.

The following abbreviations are used:

The School of Education

Education (EDU), Physical Education (PED), Health and Physical Education (HPE).

The School of Education Undergraduate Courses

Education (EDU)

Note: Admission to teacher education is required for enrollment in any course beyond EDU 306.

See page 126 for Development Studies 099, Developmental Reading.

202 Foundations of Education (4-2-5)

An introduction to public school teaching, including the study of duties and responsibilities of teachers, state public school programs, development of the American school, microcomputer applications in education, and philosophies of education. A prerequisite course for upper division teacher education work in elementary and special education. Quarterly.

203 Human Development in the Educative Process (4-2-5)

Prerequisite: PSY 101 or permission of instructor.

A study of the individual with emphasis on learning and behavior, mental hygiene, and adjustment. The student will participate in approved community activity, working with and observing young children. Quarterly.

205 Philosophical and Historical Foundations (4-2-5)

Prerequisite: PSY 101 or permission of instructor.

Beginning with the philosophical and historical foundations of American education, the student will be introduced to the purposes of school, how curriculums are determined, and how schools are governed, controlled, and financed. Students will also explore the teaching profession: classroom expectations, teacher effectiveness, social issues that affect American education, new programs, trends, and emerging research. This is a prerequisite course for upper division teacher education courses in secondary education.

295 Selected Topics (Variable)

Seminar and/or directed study on major issues, practices, and problems in education. May be repeated for credit.

304 Educational Psychology (4-2-5)

Prerequisite: PSY 101 or permission of instructor.

Application of psychology to the teaching-learning situation. Special emphasis on theories of learning, motivation, measurement, personality development, and individual differences. Fall, Spring, Summer.

306 Social and Psychological Foundations (4-2-5)

Prerequisite: PSY 101 or permission of instructor.

Students will gain the foundation and skills necessary for understanding the cognitive, affective, and psychomotor developmental stages of children with emphasis given to the adolescent child in grades seven through twelve. Considerable attention is given to the wide range of differences in academic and physical maturation of the adolescent as well as his or her developing identity, personality, and sense of self-worth. These concepts are further developed in the context of study of motivation, classroom management, and measurement. A prerequisite course for persons pursuing a certification program in secondary education.

330 Early Elementary Education (4-2-5)

Prerequisite: EDU 302 and EDU 304.

An introduction to the curricular needs, techniques, and materials for the early elementary grades and before. The student participates in a classroom setting with young children. Fall.

333 Guidance and Learning of the Young Child (4-2-5)

Prerequisites: EDU 302, 304, and 335.

A study of principles and positive techniques for guiding the learning and behavior of the young child and involving and interacting with his parents. The student participates in classroom and other settings with young children. Winter.

335 Elementary School Curriculum (ECE, MG, K-12)

Prerequisite: EDU 304, admission to teacher education or permission of instructor.

Determination of curriculum content and planning instructional programs in early childhood education, middle grades, and spe-

cial education. Application of field experiences and assignments will be made at the appropriate grade level. Quarterly.

337 Secondary Curriculum (4-2-5)

Prerequisite: EDU 205 or permission of instructor.

Determining curriculum content and planning instructional programs based on pupil needs and system requirements in the secondary school. Quarterly.

343 Parent Education (4-2-5)

Techniques of communicating with parents of children who present in array of individual differences. Winter.

352 Teaching Language Arts (ECE, MG) (4-2-5)

Prerequisites: EDU 304 and 335 or permission of instructor.

Concentration on the procedures involved in the development of listening, speaking, and writing skills of children in grades K-4, 4-8. Effective uses of language in oral/written communication is stressed. Fall, Spring.

353 Teaching Elementary Science (ECE, MG) (4-2-5)

Prerequisites: EDU 304 and 335.

Designed to provide prospective teachers with insight into science processes, science content, and science materials utilized in teaching elementary (K-4, 4-8) pupils. The course provides opportunities to plan for science instruction and to implement plans in a public school setting. Spring.

354 Teaching Social Studies (ECE, MG) (4-2-5)

Prerequisites: EDU 304 and 335 or permission of instructor.

Designed to provide students the opportunity to consider objectives, trends, content, instructional materials, and techniques of teaching elementary social studies in grades K-4, 4-8. This course includes opportunities to plan for instruction and to engage in laboratory experiences in an elementary classroom. Fall.

355 Teaching Mathematics (ECE, MG) (4-2-5)

Prerequisites: EDU 304, 335, or permission of instructor.

Considers instructional materials and techniques of teaching elementary school mathematics in grades K-4, 4-8. Coverage includes development of arithmetic algorithms, problem solving processes, and topics in informal geometry. Winter, Summer.

404 Educational Measurement (4-2-5)

Prerequisite: EDU 205 or 304.

Construction, use and interpretation of teacher-made and standardized tests. Summer, Winter.

406 Middle Grades Methods and Theories (4-2-5)

To develop awareness and understanding of the unique characteristics of middle grade students (transescents), theories of middle school education, essential curriculum components and organizational patterns and strategies for instruction. Winter, Summer.

433 Student Teaching-ECE

434 Student Teaching-K-12

435 Student Teaching-MG

436 Student Teaching-SED (V-V-15)

Prerequisite: Early childhood sequence, middle grades sequence, or secondary sequence, (K-12 sequence).

Prospective teachers are placed in selected schools for an entire quarter, during which time they are supervised in actual teaching in their chosen field. Fall, Winter, Spring.

437 Practicum With Educable Mentally Retarded (0-10-5)

Orientation, observation, and teaching with EMR pupils.

438 Management of Exceptional Children (4-2-5)

Prerequisite: EDU 440.

The study of management techniques as they relate to exceptional children. Factors relevant in planning for the handicapped are presented. Opportunity is provided for student observation and participation in special education classes. Winter.

439 Practicum With Trainable and Severely Mentally Retarded (1-10-5)

Prerequisite: EDU 440 or EDU 461.

A course designed for teaching trainable and severely mentally retarded youngsters. Winter.

440 Education of Exceptional Children (3-4-5)

Prerequisite: EDU 205 or 202, 203, and 304.

A survey course which deals with the general problems involved in the education of exceptional children. Meets legislative requirement. Required for graduation in all teacher education programs. Quarterly.

451 Education Workshop for Elementary Teachers (10-0-10)

A problems course in curriculum and methods designed for inservice teachers. Teachers who have satisfactorily completed other professional requirements for certification and have completed at least one year of full-time acceptable teaching experience with a provisional teaching certificate may use this experience in lieu of student teaching. Summer.

452 Education Workshop for High School Teachers (10-0-10)

A problems course in curriculum and methods designed for inservice teachers. Teachers having satisfactorily completed other professional requirements for certification and having at least one year of full-time acceptable teaching experience with a provisional teaching certificate may register for this experience in lieu of student teaching. Summer.

455 Elementary Materials and Methods (ECE, MG) (4-2-5)

Review and study of selected models of teaching, criteria of selection and use of instructional materials and integration of methods, media, and development of materials. Winter, Summer.

458 Seminar in Secondary Education (Variable)

Prerequisite: EDU 456 or permission of instructor.

Scheduled concurrently with EDU 436. Analysis of and possible solutions to instructional problems faced by secondary school teachers. Fall, Winter, Spring.

461 Introduction to Mental Retardation* (3-4-5)

Prerequisite: EDU 440

A study of historical treatment of mental retardation as well as etiology and character-

istics of the mentally retarded; methods of diagnosing and working with mentally retarded. To be taken concurrently with EDU 462. Fall.

462 Materials and Methods for Teaching the mentally Retarded (3-4-5)

Prerequisites: EDU 440 and 461.

Materials and methods as related to the development and establishment of desirable attitudes, abilities, and skills necessary for successful learning experiences for the M.R. child. To be taken concurrently with EDU 461. Fall.

471 The Teaching of Reading (ECE, MG) (4-2-5)

Prerequisites: EDU 304, 335, 352, or 462-463.

A systematic coverage of the teaching of reading, including methods, techniques, and materials. Fall, Spring.

472 Diagnostc-Prescriptive Reading Instruction (3-4-5)

Prerequisite: EDU 471.

An examination of reading difficulties encountered in the classroom. Emphasis on diagnostic-prescriptive teaching. Experience in utilization of informal diagnostic instruments and tutoring individual students in reading skills. Fall, Winter.

475 Reading in the Content Areas (4-2-5)

Emphasis on the problems associated with content area reading and strategies for solving these problems. Focus is on adjusting reading instruction to any content area and/or cultural group through appropriate teaching techniques. Most useful at grade levels where content areas are stressed. Winter, Summer.

490 Cullum Lecture Series (V,1-5)

A variable-content course which has been identified by the American Association of State Colleges and Universities as one of the country's ten most innovative programs. Students will hear lectures by nationally and internationally known scholars with expertise in the topic chosen for each spring quarter, attend films and/or panel discussions, partic-

ipate in class discussions, and prepare a student project relevant to the quarter's topic.

491, 492 Seminar in Education (ECE, MG) (5-0-5)

Scheduled concurrently with EDU 433/435. Study and discussion of problems emerging from experiences in student teaching; planning school programs; place and responsibility of teaching in school. Fall, Winter, Spring.

493 Seminar in Education (K-12) (5-0-5)

Scheduled concurrently with EDU 434. Current literature, exploration and clarification of questions important to the teacher of students. Fall, Winter, Spring.

494 Instructional Strategies (V-V-5)

Prerequisite: Permission of instructor.

The study of teaching/learning strategies in selected content areas, with focus on curricular trends and recent development in educational psychology. Quarterly.

495 Selected Topics (Variable)

Seminar and/or directed study on major issues, practices, and research in education. May be repeated for credit. Quarterly.

496 Undergraduate Internship 1-15)

An internship is a service-learning experience based in an institution or agency, emphasizing the completion of a specific task and the acquisition of specific knowledge and skills under the supervision of Augusta College and the cooperating institution or agency. to be arranged.

Physical Education (PED)

Activity Courses

Courses 101-197 will meet graduation requirements.

101-119 Individual and Dual Activities (0-2-1)

Instructions in fundamental skills of those activities which may be for one or more persons. Examples of these activities are: archery, golf, tennis, and rebound tumbling. A variety offered quarterly.

121-139 Team Games (0-2-1)

Basic instruction in the fundamentals of those activities where two or more teams are involved. Examples of team sports are: basketball, softball, and volleyball. A variety offered quarterly.

141-159 Aquatics (0-2-1)

The teaching of basic fundamentals of swimming strokes and water safety which will enable an individual to enjoy water activities. Examples of these are: beginning swimming, aquatic games, senior lifesaving, and water safety instruction. A variety offered quarterly.

161-170 Rhythmical Activities (0-2-1)

The teaching of elementary forms of movement in relation to space with musical accompaniment. Examples are: modern dance, social/folk dance, and aerobic dance. A variety offered quarterly.

171-180 Fitness Activities (0-2-1)

Instruction in fundamental skills of fitness activities for the individual's health improvement. Examples of these activities are: aerobic fitness, weight training, body shaping, man/iron woman. A variety offered quarterly.

181-190 Special Activities (0-2-1)

Fundamentals and practice in special activities for students with varied interest. Examples of these activities are: racquetball, bowling, advanced golf, scuba diving, and camping.

191 Physical and Mental Health (2-0-2)

Dissemination of materials and information concerning the areas of drug abuse, sex education, dental hygiene, smoking, and alcohol. Quarterly.

195 Sports Appreciation (2-0-2)

an appreciation of the major spectator sports in America today with an emphasis on becoming a more knowledgeable spectator through films, lectures, and visiting sports personalities of football, soccer, tennis, and volleyball. Medical excuse to be presented to the department chair. Fall.

196 Sports Appreciation (2-0-2)

An appreciation of the major spectator sports in America today with an emphasis on becoming a more knowledgeable spectator through films, lectures, and visiting sports personalities of basketball, bowling, gymnastics, and ice hockey. Medical excuse to be presented to the department chair. Winter.

197 Sports Appreciation (2-0-2)

An appreciation of the major spectator sports in America today with an emphasis on becoming a more knowledgeable spectator through films, lectures, and visiting sports personalities of baseball, golf, track, and swimming. Medical excuse to be presented to the department chair. Spring.

Professional Courses in Health Education HED

300 First Aid and Athletic Injuries**(4-2-5)**

Emphasis in recognized first aid procedures and prevention and correction of accidents in athletic activities; the use of proper personal and field equipment, support methods, conditioning exercises, the medical examination, and therapeutic aids.

325 Advanced Health Concepts (4-2-5)

This course familiarizes the student with the relationship between personal, school, and community health. Emphasis is placed on personal, school, and community health services. Discussion of the advances in science and the current trends, shifts in public health organizations, and practices at the local, state, national, and international level.

375 Principles and Foundations of Health Education (4-2-5)

This course is designed to implement the evolving concept that health education is both content and process. The course examines the history, philosophy, theory, and practice of professional health education.

400 Drug Education (4-2-5)

The purpose of this course is to provide the student with knowledge of various behavioral and physiological implications of substance use and abuse. The course explores

motivations behind use and abuse of drugs and offers experiences in development of curriculum, teaching/learning approaches, and material.

450 School Health Methods and Materials (4-2-5)

The organization and administration of the total school health program is presented. Suggestions of a practical nature are presented which will enable administrators, faculty, and staff to provide a quality school health program.

Professional Courses in Physical Education (HPE)

330 History and Principles of Physical Education (3-0-3)

Historical and scientific background of the practices in health and physical education.

350 Physical Education in Early Childhood (4-2-5)

Theory and current practice of physical education in the public schools for early childhood students. Designed to meet requirement for certification.

351 Physical Education in the Middle Grades (4-2-5)

Theory and current practice of physical education in the public schools for middle grade students. Designed to meet requirement for certification.

352 Physical Education in the Secondary Schools (4-2-5)

Theory and current practice of physical education in the public schools for secondary school students. Designed to meet requirement for certification.

365 Individual and Dual Activities (4-2-5)

Provides prospective physical education teachers with learning experiences in how to teach individual and dual activities. Activities include badminton, bowling, golf, tennis, archery.

366 Methods of Teaching Team Activities (4-2-5)

Provides prospective physical education teachers with learning experiences in how to teach team activities. Activities include soccer, basketball, volleyball, softball, flag football.

383 Measurement and Evaluation in Physical Education (2-2-3)

Methods in evaluating and testing physical education activities with procedures to be used in evaluation of these tests. Includes statistical analysis.

400 Curriculum Development in Physical Education (3-0-3)

Determination of curriculum content and planning instructional programs in physical education.

430 Problems in Physical Education and Athletics (4-2-5)

The in-depth study of cases in which there are many different solutions based on sound principles in physical education and athletics.

435 Dance, Gymnastics and Outdoor Activities (4-2-5)

A study of instructional strategies in dance, gymnastics, and outdoor activities. Outdoor activities include bait and fly casting, use of small crafts, and camping procedures.

449 Legal Aspects of Physical Education and Athletics (4-2-5)

A study of court cases pertaining to physical education and athletics. Designed to teach what precedents have been set in various situations that are job-related.

480 Kinesiology (4-2-5)

Mechanical analysis and application of the physical and physiological principles involved in human motion. Physical laws governing the manipulation of objects in sports.

488 Adapted Physical Education (4-2-5)

Examination of physical education programs for the handicapped. Emphasis will be on identification, program organization, and evaluation.

492 Exercise Physiology (4-2-5)
Physiological changes in the human organism due to physical exercise in stress situations.

Graduate Courses

Graduate Courses in Education (EDU)

500 Teacher Inquiry (0-10-5)
Prerequisite: Post-baccalaureate standing.
A course designed for teachers who have a need to investigate selected areas of teaching responsibility and to practice techniques designed to strengthen their competencies as teachers. Credit for this course is not applicable to degree programs; the grade is not to be computed in the GPA. Course may be repeated for credit. To be arranged.

571 Teaching of Reading (ECE, MG) (4-2-5)
Prerequisite: EDU 471 or permission of instructor.
Study of the various phases of reading in their relation to a modern program of education and the place of reading in the curriculum. Emphasis on current practices of teaching reading with a variety of organizational patterns. Fall, Summer.

590 Guidance for Exceptional Children and Youth (4-2-5)
Prerequisite: EDU 440.
The study of techniques and processes in guiding exceptional children and adolescents. Vocational aspirations and self-concepts of exceptional children are considered. Utilization of role playing is an important aspect of the course. Spring—even years.

591 Development of Curricula for the Exceptional Child (4-2-5)
Emphasis is on the preparation of appropriate materials for the education of the mentally retarded. Effective usage is considered with curriculum aims and objectives. Summer—even years.

592 Language Arts for Exceptional Children (4-2-5)
Prerequisite: EDU 440.
A study of methods, techniques, and models of language as they relate to the needs of the exceptional child. Class discussion, group presentations, and development of materials are parts of class content. Spring—even years.

595 Reading for the Secondary and Adult Learner (4-2-5)
Prerequisites: EDU 304 or 614 and EDU 337 or 637.
The role of reading instruction for the secondary and adult learner. Emphasis on instructional theory and methods of teaching basic and developmental reading skills, organization, techniques, and materials for flexible grouping and individualized instruction for secondary and adult learner.

596 Early Childhood Education Internship (5-15)
Prerequisites: EDU 330, 333, and 433-491 or permission of instructor.
The student will daily implement a plan for an early childhood program in a classroom with young children. Other activities may include classroom instruction in curriculum content, early child development, and language of young children.

602 Foundations of Education (Historical, Philosophical, Sociological) (4-2-5)
A study of the influence of European education upon American education; the major philosophies, especially those currently in use; and the effects of sociological patterns upon educational trends. Spring.

603 Development of Young Children (4-2-5)
A study of theories of early child development as they relate to individual potential and achievement in life situations, particularly cognitive tasks in school settings. Active participation and/or observation of young children is an integral and important part of this study. Winter.

604 Tests and Measurements (4-2-5)
Nature and function of measurement in education. Teacher-made and standardized

tests and scales. Introductory statistical concepts of measurements. Winter, Summer.

605 Instructional Media (4-2-5)

Examination of major theories of learning and their relationship to the use of instructional material. Opportunity to examine newer media as well as traditional media utilized in the school. Emphasis on innovative equipment and creative development of instructional materials. Winter.

606 The Middle School (4-2-5)

Designed to provide opportunities for students to learn about the characteristics of the middle school learner and the nature of the curriculum designed to meet the needs of the transescent learner. Winter, Summer.

614 Advanced Educational Psychology (4-2-5)

Applications of the scientific findings of psychology to the more complex problems of the educative process. Fall, Spring, Summer.

616 Teacher-Student Relations (4-2-5)

Analysis of the basic legal, social, philosophical, and psychological issues involved in the teacher-student relationship in the public school setting; emphasis on skill training in various techniques of classroom management. Winter, Summer, Fall.

617 Psychopathology of Children and Adolescents With Behavior Disorders (4-2-5)

This course is designed to examine the various components of behavior disorders so that teachers can obtain and/or provide appropriate services for children and adolescents with behavior disorders. The course will include the history of behavior disorders, etiology, descriptions of behavior disorders, and appropriate treatment for children and adolescents. Fall, even years.

620 Fundamentals of Guidance (4-2-5)

An introduction to professional training for counselors and an opportunity for teachers to acquire an over-view of guidance functions in the school program. Summer, Fall.

625 Teaching Mathematics (ECE, MG, SED) (4-2-5)

Prerequisites: Teaching experience or an undergraduate methods course in this subject.

Derivation of appropriate methods and techniques from basic principles of learning; development of skills needed in cooperative planning; choosing and organizing teaching materials; using the environment, guidance, evaluation procedures. Fall, Spring.

635 Principles of Curriculum Development (ECE, MG) (4-2-5)

Principles and practices of curriculum development with the opportunity to participate in curriculum construction; emphasis on elementary and middle grades learner and curricula. Summer, Fall.

637 Advanced Curriculum Development (A/S, SED) (4-2-5)

Prerequisite: EDU 614 or permission of instructor.

Problems of the school, teaching, and curriculum development; emphasis on the preparation and implementation of curricula. Winter, Summer, Fall.

639 Advanced Behavior Management (4-2-5)

Prerequisite: EDU 438 or EDU 638.

The study and application of advanced management techniques for severe behavior problems such as physical aggression, self-injurious behavior, and others associated with autism, emotional conflict, learning disabilities, and mental retardation. Participation in a special education class is required. Winter, even years.

640 Education of Exceptional Children (3-4-5)

Prerequisites: EDU 205 or EDU 202, 302 and 304.

A survey course which deals with the general problems involved in the education of exceptional children. Meets legislative requirement. Required for graduation in all teacher education programs. Quarterly.

650 Problems in Mental Retardation and Cultural Deprivation (4-2-5)

Current literature and thinking concerning the retarded in a technological age. Imple-

cations for society. Life plans for the retarded are discussed. Trends and innovative programs, including studies of the culturally different, are considered. Spring—odd years.

651 Problems in Education (4-2-5)

Examination of problems and emerging practices in light of recent knowledge of teaching and learning in various aspects of the curriculum. Focus may be on specifically designated area of instruction depending on needs of students. Course may be taken more than once for credit. Taught as needed.

652 Development of Language and Communication Skills (4-2-5)

Focus on relationship of language development and thinking to teaching communicative skills. Specific areas covered include techniques for developing oral and aural language facility and functional and creative writing. Spring, Fall.

653 Teaching Science (ECE, MG, SED) (4-2-5)

Prerequisite: Teaching experience or an undergraduate methods course in this subject. Derivation of appropriate methods and techniques from basic principles of learning; development of skills needed in cooperative planning; choosing and organizing teaching materials; using the environment; guidance; evaluation procedures. Winter, alternate Summers.

654 Teaching Social Studies (ECE, MG) (4-2-5)

Prerequisite: Teaching experience or an undergraduate methods course in this subject. Derivation of appropriate methods and techniques from basic principles of learning; development of skills needed in cooperative planning; choosing and organizing teaching materials; using the environment; guidance and evaluation procedures. Spring.

658 Techniques of Research and Instruction (V-V-5)

Prerequisite: EDU 614 or 637 or permission of instructor. Development of skills necessary for evaluation and implementation of instructional methods and materials and the development of skills necessary for interpretation and ap-

plication of educational research. Fall, Spring.

660 Characteristics of the Gifted (4-2-5)
Prerequisite: EDU 304 or equivalent and permission of instructor.

Psychological characteristics of children and youth who are gifted intellectually, creatively, or behaviorally. Identification procedures and basic philosophies of treatment will be stressed. Fall.

661 Methods and Materials for Teaching the Gifted (4-2-5)

Prerequisite: EDU 660 or permission of instructor. Development, utilization, and evaluation of instructional materials and approaches for gifted students. Winter.

662 Creative Thinking and Problem Solving (4-2-5)

This course is designed for the educator or administrator at any level who wants to delve into the "whys" and "hows" of nurturing creative talent in his/her subject matter and environmental setting and who realizes that there is no sure or easy way to accomplish this. The course sessions are designed to guide the student through a sequence of exercises and experiences leading to increased creative behavior. Spring.

665 Career Exploration (4-2-5)

The course is designed to meet the skill and knowledge needs of teachers (K-12) in career development education. Class and field experiences will acquaint school personnel with theories and practices related to incorporating career education into the K-12 curriculum. Development of teaching plans and materials for career education of students will be a major component of the course. Summer.

670 Problems in Reading Education (4-2-5)

Prerequisite: EDU 471 or 671. Intensive examination of selected problems and emerging practices of reading instruction based on recent knowledge of instruction and learning in various aspects of the reading program. Focus may be on a specifically designated aspect of instruction depending on needs of students. Course may be taken more than once for credit. Taught as needed.

671 Current Trends in Reading (4-2-5)

Prerequisite: EDU 471 or permission of instructor.

Review of traditional practices in teaching reading. Emphasis on current research and trends in reading instruction.

672 Diagnosis and Correction of Reading Disabilities (4-2-5)

Prerequisites: EDU 304, 614, and 671.

Diagnostic procedures and materials with emphasis on application of diagnostic techniques with both groups and individuals. Students diagnose and prescribe reading disability cases under supervision. Winter.

673 Materials and Methods in Reading (4-2-5)

Prerequisites: EDU 471 and EDU 304 and 614 and/or permission of instructor.

Critical evaluation of instructional methods and materials in all areas of reading. Emphasis on demonstration and student production and application of materials and methods for effective reading instruction, including the content fields. Spring.

675 Reading in the Content Areas (4-2-5)

Emphasis on the problems associated with content area reading and strategies for solving these problems. Focus is on adjusting reading instruction to any content area and/or cultural group through appropriate teaching techniques. Most useful at grade levels where content areas are stressed. Winter, Summer.

677 Practicum in Remedial Reading I (0-10-5)

Prerequisites: EDU 671, EDU 672, EDU 673, EDU 722, and permission of instructor. Supervised practicum experiences with emphasis on diagnostic, prescriptive and remedial work with individuals with reading disabilities. Winter, Summer.

681 Characteristics of the Learning Disabled (4-2-5)

Prerequisite: EDU 440 or EDU 640 or the equivalent.

An introductory course concerning learning disabled children and youth. Definitions, educational traits, emotional and social char-

acteristics are surveyed. Consideration will be given to diagnosis and prescriptions. Fall.

682 Methods and Materials for Teaching the Learning Disabled (4-2-5)

Prerequisite: EDU 440, EDU 640, EDU 681, or permission of instructor.

The study of teaching methods and materials as they relate to children and youth with specific learning disabilities. Selection and adaptation of materials, lesson construction, and the planning and implementation of activities are to be emphasized. Laboratory experience is required. Winter.

683 Practicum With Learning Disabled Children and Youth (1-10-5)

Prerequisites: EDU 440 or EDU 640, EDU 681, and EDU 682.

An opportunity to observe learning disabled children and youth. Participation in aiding the remediation of their educational deficits is an integral part. Spring.

684 Characteristics of Behaviorally Disordered Children & Youth (4-2-5)

Prerequisite: EDU 440 or EDU 640 or the equivalent.

A study of the nature and characteristics of behaviorally disordered children and youth. Definitions, educational traits, emotional and social characteristics, and assessment instruments as related to the educational setting are considered. Laboratory and field experience is required. Fall.

685 Methods & Materials for Children & Youth With Behavior Disorders (4-2-5)

Prerequisites: EDU 440, or EDU 640 or the equivalent, EDU 684, EDU 638, or permission of the instructor.

Critical evaluation of teaching methods and materials for behaviorally disordered children and youth in the educational setting. Selecting, adapting, planning, and implementing of programs are emphasized. Laboratory field experience is required. Winter.

687 Trends and Issues in Special Education (4-2-5)

This course is intended to familiarize the student with current problems, trends, issues, and research in the field of special education. Winter, even years.

690 Readings & Research in Education of Exceptional Children & Youth (4-2-5)

In-depth reading and reporting on educational or social facet emphasizing exceptional children and youth. A scrutiny of the literature is stressed. Winter—even years.

691 Seminar in Education (V-V-5)
Study of issues, theories and emerging practices in education through investigation, research reports, and critical analysis. Summer.

692 Seminar in Education (Variable)
Prerequisite: The student must be admitted to the Specialist in Education Program. This seminar focuses on the study and analysis of emerging educational practices, issues, and trends in all areas of curriculum, instruction, and management in American education. Spring, Summer.

694 Instructional Strategies (V-V-5)
Prerequisite: Permission of Instructor. The study of teaching/learning strategies in selected content areas, with focus on curricular trends and recent development in educational psychology. Quarterly.

695 Selected Topics (Variable)
Prerequisite: Permission of Instructor. The content of this course is intended to meet the needs and interests of graduate students in selected areas of education. May be repeated for credit with prior approval. Quarterly.

700 Methods of Educational Research (4-2-5)
Research skills and related competencies involved in the planning, conducting, and reporting of applied research studies of the type of the degree of Master of Education. Winter, Summer.

705 Statistical Methods in Education (4-2-5)

Survey of descriptive and inferential statistical methods. Includes study of research designs and related statistical procedures. Summer.

710 Fundamentals in the Supervision of Student Teaching (4-2-5)

Introduction to the theory and practices involved in the supervision of student teaching and other professional field experiences. Provides opportunity for the teacher to develop skills and plans necessary for guiding student teachers in planning, implementation, and evaluation of instruction and classroom management. Fall.

711 Assessment of Student/Beginning Teaching Experience (4-2-5)

Designed to help teachers develop skills necessary for assessing student teacher and beginning teacher performance, based on criteria specified by the Georgia State Department of Education. Winter.

712 Problems in the Supervision of Student Teaching (4-2-5)

Prerequisites: EDU 710, 711 or permission of instructor, experience in supervision of student teaching, and recommendation of school system.

Course designed as the third course in the supervision sequence to enable teachers who have had prior experience in supervising student teachers to synthesize and evaluate their supervision experiences. Emphasis will be given to analysis of supervising teacher and student teacher needs in competency development, with independent research and individualized projects as means of dealing with problems encountered in supervision of student teaching. Spring.

713 Introduction to Supervision (4-2-5)

Prerequisites: T-4 certification, (T-5 recommended) 1 year teaching experience.

This course is designed to introduce the teacher or administrator to supervision. It covers the history, nature, purpose and tasks of supervision. The following tasks are examined in some detail: improvement of instruction, curriculum development, staff

development and evaluation of instruction. Fall.

714 Supervision of Instruction (4-2-5)

The primary focus of this course is to provide the students with the skills necessary to provide supportive supervision to a classroom teacher in the areas of planning, presenting, and evaluating instruction and managing a classroom. The skills involved in helping teachers in the areas of curriculum development and staff development will also be covered. Winter.

715 Practicum in Supervision (3-4-5)

Prerequisites: EDU 711, 713 or 714 or upon recommendation of the student's advisor or course instructor.

This course is intended to provide the student with opportunity to apply knowledge of supervision and demonstrate supervisory skills in his/her field of certification. Spring.

721 Biological and Cultural Aspects of Mental Retardation (4-2-5)

Description of biogenic aspects of mental retardation and cultural aspects. Implications concerning education and adjustment are stressed with the facets of diagnosis and educational modifications. Winter—odd years.

722 Educational Assessment of the Learner (4-2-5)

Students learn to administer and interpret commonly used assessment instruments. This includes criterion and norm referenced tests used in measuring school readiness, reading, math and language achievement, general content area knowledge, and basic competencies. Fall, odd years.

735 Practicum in Education (1-8-5)

Practical experiences with students under supervision. Focus will be determined by needs of individual student. May be repeated for credit. Taught as needed.

737 Practicum With Exceptional Learners—B.D. (V-V-5)

Prerequisites: EDU 440 or EDU 640, EDU 684, and EDU 685.

737 Practicum With

Exceptional Learners M.R. (V-V-5)

Prerequisites: EDU 440 or EDU 640, EDU 461, EDU 462 or EDU 721, and EDU 591. Planned situations where varying methodologies of teaching or program planning are carried out. May be repeated for credit. Spring, Summer.

741 Fundamentals of School Administration (4-2-5)

Introduction to the theory and practice of educational administration. The course is concerned with the tasks, processes, and skills of educational administration, as well as the framework that exists for public educational administration. Fall.

742 Educational Business Administration (4-2-5)

This course involves a survey of non-instructional areas of educational administration. Topics covered include personnel administration, management of school facilities, pupil personnel services, school finance, internal and external communication, transportation, and school law. Winter.

743 School Law (4-2-5)

This is a survey of the field of school law emphasizing the legal requirements of managing the public school, the legal status of teachers and students, group discrimination law, tort liability, legal controls of school finance, and the issues of religion and public education. Winter.

744 Educational Personnel Administration (4-2-5)

Recruitment, selection, employment, appraisal and development of educational personnel will be covered in this course. Summer.

745 Public School Finance (4-2-5)

The concept and implications of tax-supported public education will be covered. The course will be concerned with local, state and federal financing, implications of recent court rulings on financing education, and administrative concerns such as budgeting, accounting, auditing, inventorying, and financial management. Summer.

746 Leadership Styles (4-2-5)

This course provides the opportunity for students to study leadership theory and effective management practices in American and international organizations. Fall.

747 Computers and School Administration (4-2-5)

An entry-level course in the administrative uses of computers in the schools. The course will deal with policies and applications related to the role of the computer in managing business operations, the educational program and the instructional program. The course will examine software and hardware including Apple (Dos 3.3 and PRODOS) and IBM (MS-DOS) based systems. A laboratory component will enable students to have hands-on experience with **both** computer systems. Summer.

780 Counseling and Communication Skills (4-2-5)

A course designed to help students develop the skills necessary to communicate effectively with others and establish a counseling relationship. Skills include the ability to understand the client's problems, establish a therapeutic relationship, and facilitate the client's movement towards behavior change. Summer, Fall.

782 Methods and Techniques of Counseling (4-2-5)

An introduction to the theoretical approaches to counseling and their practical application in a variety of clinical settings. Students will examine the effects of different counselor roles and values, ethical and legal considerations, and professional organizations. Summer, Fall.

784 Organization and Administration of Counseling Services (4-2-5)

Prerequisite: EDU 620 or permission of the instructor.

A course providing beginning counselors the knowledge necessary to develop and administer a comprehensive guidance program within a school or community setting. Subjects covered are history of guidance, testing services, vocational counseling & placement services, evaluation procedures, and profes-

sional, ethical and legal standards within a guidance program. Spring.

786 Career Counseling and Vocational Development (4-2-5)

This course will provide counselors with the knowledge and skills necessary to conduct career counseling aimed at providing clients with insight and direction to their vocational goals. Students examine theories of career development, sources of occupational and educational information, life-style and career decision making processes, and program development. Winter.

788 Counseling Practicum (V-V-5)

Prerequisites: EDU 620, EDU 780, EDU 782, EDU 786, and permission of instructor. The counseling practicum requires the beginning counselor to participate in 100 clock hours of clinical practice within a designated school or facility. Students will have a supervised experience with individual and group interactions, participate in professional activities, and meet weekly with program faculty supervisors to review counselor-client dynamics. Fall, Spring, Summer.

790 Counseling Internship (V-V-5)

Prerequisites: EDU 620, EDU 780, EDU 782, EDU 784, EDU 786, EDU 788 and permission of the instructor.

Internship is designed around the CACREP accreditation standards requiring a field placement for a minimum of 600 clock hours. Two quarters of internship are typically taken consecutively. Students perform all the daily functions of a professional counselor with supervision provided on site and from program faculty. Fall, Winter, Spring, Summer.

792 Advanced Counseling Theory (4-2-5)

Prerequisites: EDU 620, EDU 780, EDU 782, permission of instructor.

An advanced course covering various theoretical approaches to counseling and psychotherapy with special emphasis on applied therapeutic techniques. Students must be at the post-master's level in their training and already possess acceptable counseling skills. This course is intended to broaden the professional counselor's existing skills. Winter.

794 Advanced Counseling Practicum (V-V-5)

Prerequisites: EDU 788, EDU 792, permission of instructor.

This course is designed for students who wish to broaden their counseling skills. Students will be placed within a facility under supervision and be expected to perform professional-level counseling and consultation activities. Spring.

799 Aplied Project in Education (Variable)

Preparation of an independent project usually under the direction of the major professor. Fall, Winter, Spring.

Graduate Courses in Health Education (HED)

525 Consumer Health (4-2-5)

An overview of the factors which influence the individual in making decisions regarding the availability, purchase, and use of health services and products. Emphasis is also placed on evaluating sources of health information.

650 Seminar in Alcohol and Drug Education (4-2-5)

This course provides the student with knowledge of the various aspects of substance misuse, abuse, and rehabilitation. A variety of stress management strategies are also investigated.

675 Seminar in Contemporary Health Problems (4-2-5)

This course provides a forum to discuss and analyze various aspects of current health problems and concerns.

694 Instructional Strategies (Select Field) (VAR)

Prerequisite: Permission of instructor.

The study of teaching/learning strategies in selected content areas, with focus on curricular trends and recent development in health education.

735 Practicum in Health (V-V-5)

Prerequisite: Permission of advisor or course instructor.

Practical experience with students under supervision. Focus will be determined by needs of individual student. Taught as needed.

Graduate Courses in Physical Education (HPE)

630 Issues in Physical Education and Athletics (4-2-5)

This course provides students with the opportunity to analyze "real life" situations to determine appropriate and inappropriate actions, to present the analyses in a peer situation, and to defend their beliefs while learning to evaluate the appropriateness of different positions presented by others.

644 Organization and Administration in Physical Education and Athletics (4-2-5)

This course provides the student with an understanding of personnel administration, physical education and athletic objectives, and program administration. The student also explores issues involved with facilities planning and care, budget and finance, public relations, office management, evaluation, and legal liability.

649 Legal Aspects of Physical Education and Athletics (4-2-5)

This course investigates the parameters in which a teacher/coach performs his or her job with regard to the concern about lawsuits in sports and physical education.

653 Physical Education in the Schools (4-2-5)

Theory and content practice of physical education in the public schools. Emphasis is on content and developmental activities for children in ECE, MG, and SE.

670 Biomechanics (4-2-5)

This course offers the professional a meaningful and useful means to bridge the gap between theoretical, scientific material and its application in a practical setting.

694 Instructional Strategies (Select Field) (V-V-5)

Prerequisite: Permission of instructor.

The study of teaching/learning strategies in selected content areas, with focus on curricular

ular trends and recent development in physical education.

695 Selected Topics (VAR)

Prerequisite: Permission of instructor.

The content of this course is intended to meet the needs and interests of graduate students in selected areas of Physical Education.

700 Curriculum Development in Physical Education (4-2-5)

This course provides the physical education teacher with an opportunity to participate in the understanding and development of curriculum design with an emphasis on theory and models.

735 Practicum in Physical Education (V-V-5)

Prerequisite: Permission of instructor.

Practical experience with students under supervision. Focus will be determined by needs of individual student. Taught as needed.

740 Kinesiology (4-2-5)

This course presents the facts and principles of the science of human movement. Subdisciplines that will be examined include electromyography, sports medicine biomechanics, orthopedic medicine, physical therapy, correc-

tive therapy, ergonomics, strength training, and rehabilitation.

783 Measurement and Evaluation in Physical Education (4-2-5)

This course offers practical and economical tests and the evaluation of the raw data in the various performance areas that may be used by physical education teachers in a variety of school situations.

788 Adapted Physical Education (4-2-5)

This course provides knowledge and understanding which will enable students to plan and conduct diversified programs of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of special populations.

792 Advanced Exercise Physiology (4-2-5)

This course provides the scientific knowledge to understand and construct such facets of the physical education program as fitness appraisal exercise prescription, weight control, proper nutrition, and the benefits of strength, cardio-respiratory and flexibility gains.

799 Applied Project in Health and Physical Education (VAR)

Preparation of an independent project usually under the direction of the major professor.

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A.A., Kilgore College; B.S., Conrad Hilton College for Hotel/Restaurant Management at the University of Houston

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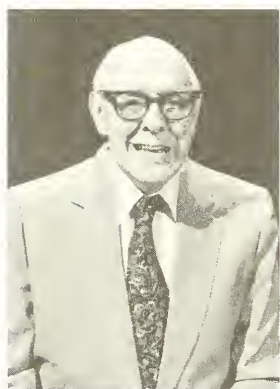
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Augusta College

Application for Admission

Thank you for your interest in Augusta College. We have designed this form to provide us with basic information about you while allowing you to reveal additional characteristics unique to you. Your accuracy in reading and following instructions will help us process your application.

Instructions for all Applicants

1. Complete this application form accurately and thoroughly.
2. Submit the application along with the \$10 non-refundable fee. Attach a check or money order payable to Augusta College.
3. Provide the necessary supporting documents and information, such as transcripts and test scores.
Note: Documents that have been in the hands of the applicant, such as student copy transcripts or letters, grade reports, diplomas, or graduation lists are not official. The documents must be issued and mailed directly by the registrar of the previous institution(s) in a sealed envelope to be considered official.
4. The completed application and all supporting documents must be received by the Office of Admissions at least 30 days prior to the beginning of the quarter in which you plan to enter.
5. Return the application and fee to the Office of Admissions; The Benet House; 2500 Walton Way; Augusta, GA 30910.

Degree-Seeking Applicants

Freshman Applicants

If you are a high school graduate or the equivalent and have not attended a regionally accredited college or university, *then*

1. Request that an official high school transcript or a copy of your General Educational Development (GED) report of scores be sent to the Admissions Office. For tentative action, have a transcript of work in process sent to the Admissions Office. A final transcript must be sent upon graduation.
2. Have your high school or the Educational Testing Service send CEEB/Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores to the Admissions Office.

Transfer Applicants

If you have attended a regionally accredited college or university and have not received a baccalaureate degree or higher, *then*

1. Request that official and separate college transcripts from each college attended be sent to the Admissions Office.
Note A: *Students with less than 30 quarter hours (18 semester hours) of attempted college credit must also satisfy freshman requirements.*
Note B: *Students graduating from high school in spring 1988 or later with less than two years of college credit must have a high school transcript sent to the Admissions Office.*
Note C: *Applicants who have been enrolled in a "non-college transfer" program at a regionally accredited technical college must satisfy freshman requirements.*

Life Enrichment Applicants

If you are a high school graduate or the equivalent, have attempted fewer than 20 quarter hours of college work, and your last college or high school attendance was at least 5 years ago, *then*

1. Have an official transcript from each college attended and/or high school indicating graduation or a copy of your General Education Development (GED) report of scores sent to the Admissions Office.
2. Take the Collegiate Placement Exam.

Additional Undergraduate Degree Applicants

If you hold a baccalaureate degree from a regionally accredited college and wish to pursue another undergraduate degree, *then*

1. Request that official transcripts from all colleges attended be sent to the Admissions Office.
2. Schedule an interview with an admissions counselor by calling (404) 737-1405.

Former Augusta College Students

If Augusta College was the last school in which you were enrolled, please contact the Office of Admissions at (404) 737-1405 for a Former Student Application.

Foreign Applicants

In addition to satisfying the regular requirements for admission as a freshman or a transfer applicant, foreign applicants must provide documented evidence of adequate financial support to meet educational and personal expenses. In addition, applicants must substantiate prior to enrollment that they have adequate health insurance to provide for serious illness and medical emergencies. Applicants must also demonstrate adequate oral and written proficiency in English. Foreign applicants are also required to take the Test of English as a Foreign Language (TOEFL). Because additional processing time is required, foreign applicants should submit the application and all supporting documents at least ninety (90) days prior to the beginning of the desired quarter of entrance.

Non-Degree-Seeking Applicants

****If you hold a baccalaureate degree or higher and are seeking teacher certification, please submit this application and all required documents to:**

School of Education
Butler Hall
2500 Walton Way
Augusta, GA 30910

Post Baccalaureate and Post Graduate Applicants

If you hold a baccalaureate degree from a regionally accredited college and plan to enroll in undergraduate courses or hold a graduate degree from a regionally accredited institution and plan to enroll as a non-degree student, *then*

1. Request that an official transcript be sent to the Admissions Office from the college which awarded the baccalaureate or graduate degree.

Note: Applicants holding a baccalaureate degree or higher who wish to apply to the graduate school must contact the appropriate graduate department for a graduate application form and instructions.

Transient Applicants

If you are enrolled and in good standing in an undergraduate or graduate program at another regionally accredited institution and plan to attend Augusta College for one (1) or two (2) quarters, then have a letter indicating eligibility and permission from the registrar of the institution in which you are presently enrolled sent to the Admissions Office; The Benet House; 2500 Walton Way; Augusta, GA 30910.

Audit Applicants

Applicants interested in enrolling in college courses who do not wish to receive college grades or credit may enroll as audit students. Such students must satisfy all class requirements as stipulated by the instructor and satisfy the following admission requirements:

1. If completion of high school is the highest educational level obtained, the applicant must submit an official high school transcript or General Educational Development (GED) report of scores.

2. If the applicant has attended any regionally accredited college or university, the applicant must submit an official transcript from the highest level of college work completed.
3. All audit students must schedule an interview with an admissions counselor at (404) 737-1405.

Below is a list of degrees and major programs of study offered at Augusta College. If you are undecided about your major at this time, you may indicate ‘undecided’ and receive advisement in the CARE program, which will provide career development services designed to help you decide about your future.

Associate of Arts	Bachelor of Arts	Bachelor of Music
Associate of Science	Art	Music Education
Associate of Science in Nursing	Communications	Performance
Associate of Applied Science in Criminal Justice	Elementary Education	Bachelor of Science
Associate of Applied Science	Early Childhood	Biology
(A joint degree offered with Augusta Technical Institute)	Middle Grades	Chemistry
Accounting	English	Computer Science
Banking and Financial Services	History	Mathematics
Child Development	Music	Medical Technology
Clerical Office Specialist	Political Science	Physical Science
Data Processing	Psychology	Physics
Electronic Equipment Servicing	Sociology	Bachelor of Science in Education
Marketing	Bachelor of Business Administration	Special Education
Medical Laboratory Technology	Accounting	Health and Physical Education
Medical Secretarial	Economics/Finance	Education of the Mentally Handicapped
Ornamental Horticulture	General Business	One Year Certificate
Secretarial	Management	Paralegal
	Marketing	
	Bachelor of Fine Arts	
	Studio Art	

Secondary Teacher Education programs are available in the following areas:

Behavioral Sciences	Chemistry	Mathematics
Biology	English	Physics
Business	History	Political Science

21. List all high schools and colleges attended including Augusta College. Failure to list all colleges may delay admissions process.

Name of School	State	Campus	Dates of Attendance	Degree Received or Approximate Hours Earned

22. If you are currently enrolled, please indicate the courses that you are presently taking and your last term of attendance.
(If you are a Freshman applicant, this information is extremely important in determining placement.)

23. Date on which you took (or plan to take) the Scholastic Aptitude Test (SAT) or American College Testing (ACT):

24. Are you entering a program to prepare you to teach? Yes _____ No _____

25. Do you hold a baccalaureate degree? Yes _____ No _____

*If you hold a baccalaureate degree and are seeking teacher certification, see instructions for non-degree applicants concerning application procedures.

If you are seeking teacher certification, please check one:

- | | | |
|--|---|--|
| <input type="checkbox"/> Early Childhood Education | <input type="checkbox"/> Reading Education | <input type="checkbox"/> Health and Physical |
| <input type="checkbox"/> Middle Grades Education | <input type="checkbox"/> Special Education | <input type="checkbox"/> Education |
| <input type="checkbox"/> Secondary Education | <input type="checkbox"/> Administration & Supervision | <input type="checkbox"/> Other |

26. State of residence: _____ County of residence: _____

27. How long have you lived in this state? _____

28. How long have you lived in this county? _____

29. Previous state of residence? _____ How long: _____

30. Are you a U.S. citizen? _____ Yes _____ No--If no, country of citizenship? _____

31. Are you a resident alien? _____ Yes _____ No

If yes, give alien registration number and date of issue: _____

32. If you are a foreign student:

a. Do you need an I-20? _____ Yes _____ No

b. Date on which you took (or plan to take) the Test of English as a Foreign Language (TOEFL): _____

c. Please indicate the type of visa you currently hold: _____

33. If you have a physical, mental, or emotional condition of which Augusta College should be aware, please explain:

34. Have you been diagnosed as having a learning disability? _____ Yes _____ No
If yes, please explain: _____

35. If you have ever been convicted of anything other than a minor traffic violation, please explain: _____

Current Status: _____ Period of Incarceration: _____

36. I certify that the information submitted by me on this application is complete and accurate. I also understand that falsification of or failure to provide information requested may result in my immediate dismissal and/or loss of all credits from the college.

Signature of Applicant _____

SS# _____

Date _____

PLEASE REMEMBER TO SIGN THE APPLICATION AND ENCLOSE \$10.00 CHECK OR MONEY ORDER PAYABLE TO AUGUSTA COLLEGE.



**AUGUSTA
COLLEGE**

Augusta College
2500 Walton Way
Augusta, GA 30910

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